

Faculty of Education

Required subjects for BEd (Primary)

MA150.2 Mathematics for Primary Teachers 3

Mathematics for Primary Teachers will apply arithmetic algorithms to non-decimal number bases; revise rational numbers and their applications; introduce elementary set theory; review aspects of Euclidean geometry and associated topics; examine the application of numbers to time, length, area and volume; and will introduce students to basic statistics. Emphasis will be placed on the use of mathematics to solve problems arising from the real world. Throughout, there will be references to persons prominent in the history of mathematics. MA150 is a prerequisite for CP282 Curriculum Studies—Mathematics.

PS100.1/2 General Psychology 3

An introduction to the study of general psychology is taught in the context of Christian values. Areas include research methods and critical thinking, sensation and perception, learning and memory, motivation and emotion, stress and coping, personality, intelligence, mental health and abnormal behaviour, social behaviour, and attitudes.

SC100.2 Science for Primary Teachers A 1.5

SC101.1 Science for Primary Teachers B 1.5

Science for Primary Teachers A and B provide an introductory background to the knowledge and skills required for teaching primary science and technology. SC100.2 comprises elementary topics in biology and chemistry while SC101.1 includes elementary topics chosen from astronomy, earth science and physics. The combined emphasis of both subjects is descriptive and immediately practical and the combined scope is broad rather than deep. Practical experiences include the use of simple every-day materials to develop coherent scientific concepts and will be largely of that kind that may be reproduced in the primary classroom. SC100/101 is a prerequisite for CP280 Curriculum Studies—Science and Technology.

Curriculum—Primary

CP120.2 Curriculum Studies—English I 3

This subject provides an introduction to the social and educational context in which literacy and language skills are developed and acquired. It also provides students with an overview of the SPD Primary English Syllabus and of the NSW K–6 English syllabus and explores the implications of their implementation in the Christian classroom.

CP220.1 Curriculum Studies—English II 3

This subject, which builds on the theoretical underpinning of Curriculum Studies—English I, involves an in depth analy-

sis of language development across the curriculum in Years K–2. The various approaches to initial reading, writing and spelling instruction will be examined in theory and practice. There will be special emphasis on catering for the organisation and management of varying ability levels within the classroom. Related concepts and skills will be introduced during this semester where applicable.

Prerequisite: CP160

CP221.2 Curriculum Studies—English III 3

This subject builds on information gained in the previous two semesters of Curriculum Studies Language Arts, by extending instruction and practice to the Years 3–6 level. There will be special emphasis on the creative aspects of language.

Prerequisites: CP120.2; CP220.1

CP266.2 Curriculum Studies—Religion 3

A study of the power of God's word in the life of both teacher and student, spiritual growth and development of children, Christ's methods of imparting truth, the impact of the environment on religious development, and a survey of the Bible texts and programming.

CP274.1 Curriculum Studies—Creative Arts: Music IA 1.5

A study of the principles and methods involved in the teaching of music in the primary school. This includes instruction in the rudiments of music and the study of the music section of the Creative Arts Syllabus K–6 NSW.

CP275.2 Curriculum Studies—Creative Arts: Music IB 1.5

This is the second semester in a study of the principles and methods involved in the teaching of music in the primary school. This includes further instruction in the rudiments of music and the study of the Creative Arts syllabus (K–6) NSW Department of Education. Learning to play the guitar/recorder is an essential part of this subject for this semester.

Prerequisite: CP274.1

CP276.2 Curriculum Studies—Creative Arts: Music II 3

A study of the principles and methods involved in the teaching of music in the primary school. This includes instruction in music literacy, conducting, lesson presentation and class observation. Practical experience will be gained in the use and playing of tuned and untuned percussion instruments in group composition.

Prerequisites: CP274, CP275

CP277.1/2 Curriculum Studies—Creative Arts: Visual Arts IA 1.5

This course will initially examine the artistic development of the child evidenced through their drawing and painting. An examination of the NSW Creative Arts K–6 (Visual Arts) syllabus will also be conducted via student participation in selected units of work from the Board of Studies Units of

Work support document.

CP278.1/2 Curriculum Studies—Creative Arts: Visual Arts IB 1.5

This class aims to give the student a better understanding of the place and function of crafts from a variety of cultures suitable for inclusion in the primary school curriculum. Experience in a range of crafts is given to develop appropriate skills and techniques with provision for individual expression, involvement and exploration. Links between this subject and other Key Learning Areas will be established. In addition students are to develop a file of other potential craft activities suitable for inclusion in programs for various levels within the primary school.

CP279.2 Curriculum Studies—Creative Arts: Visual Arts II 3
Module 1: Art (1.5)

This module gives students opportunity to investigate selected subject matter forms and practices within the context of the NSW Creative Arts (K–6) Visual Arts Syllabus recommendations. Special emphasis will be given to personal investigation of subject matter and forms through practical activities.

Module 2: Craft (1.5)

This module gives students the opportunity to explore in greater depth crafts which were introduced in CP278 Creative Arts—Craft 1. There is provision for individual expression, involvement and exploration of arts and crafts suitable for primary school aged children with specific links to other Key Learning Areas.

Prerequisites: CP277, CP278

CP280.2 Curriculum Studies—Science & Technology 3

This subject examines the strategies for teaching Primary Science and Technology from a Christian philosophy and perspective. The subject views primary science and technology as being essentially experiential in nature and therefore places emphasis upon practical activities and experiences that will provide the nucleus of ideas and skills upon which secondary science can build. It reviews relevant syllabi and examines the nature and availability of resources. Because of the emphasis upon practical activities, safety is an important issue. The subject reviews the teaching and learning of the sciences from a constructivist perspective and portrays the role of the teacher as facilitator, motivator, organiser, instructor and manager.

Prerequisites: SC100, SC101, ED250, ED255

CP282.1 Curriculum Studies—Mathematics 3

Curriculum Studies Primary Mathematics examines approaches, strategies, tactics and resources for teaching the content of current primary school mathematics syllabi in relation to pupils' development of mathematical concepts, skills and attitudes. The course consists of a series of lectures, workshops and group presentations.

Prerequisites: It is expected that students will have success-

fully completed two years of the Bachelor of Education (Primary) degree, including MA150.

CP284.2 Curriculum Studies—Human Society and Its Environment 3

This subject deals with strategies for teaching “Human Society and its Environment,” one of the key learning areas of the K–6 curriculum. The subject focuses on the student developing knowledge, understandings, skills, values and attitudes about people and their social and physical environments. Strategies for planning, teaching and assessment are included. The subject is presented within the framework of a Christian worldview.

Prerequisites: Successful completion of PP210 and PP211.

CP286.1 Curriculum Studies—Physical Education A 1.5

This subject is designed to develop an understanding of physical education as educational practice in the lower primary school. Through a program of lectures, demonstration lessons, peer teaching experiences, research tasks and reflective writing tasks, students should acquire knowledge, skills and attitudes necessary for continued development towards effective teaching in physical education.

CP287.2 Curriculum Studies—Physical Education B 1.5

This subject is designed to develop an understanding of physical education as educational practice in the lower primary school. Through a program of lectures, demonstration lessons, peer teaching experiences, research tasks and reflective writing tasks, students should acquire knowledge, skills and attitudes necessary for continued development towards effective teaching in physical education.

CP291.1 Curriculum Studies—PD&H 3

The philosophical assumption upon which this course is based is that a healthy life style underpins the mental, physical, social and spiritual well-being of the individual, the home and the community. However, this is not a ‘content-based’ course. Rather it is one that looks at the principles and practices of teaching in the context of this particular content area. It covers content strands 4, 5–7 of the NSW PD/H/PE syllabus and the other content strands are covered in CP286, Curriculum Studies PE. Also strands 1, 5, 6 & 7 are studied from the Seventh-day Adventist Health and Physical Education Syllabus.

Curriculum—Secondary

CS213.2 Curriculum Studies—Food & Health B 1.5

This subject examines the aims and the philosophy of Technological and Applied Studies, Personal Development and Health learning areas as taught in the various states of Australia and New Zealand with application of the curriculum development process for Years 11 & 12 in Seventh-day Adventist schools, State and other private secondary schools.

Prerequisite: CS214

CS214.1 Curriculum Studies—Food & Health A 1.5

This subject examines the aims and the philosophy of Nutrition and Health Education within the learning areas of Health and Personal Development and Food Technology as taught in the various states of Australia and New Zealand with application of the curriculum development process for Years 7–10 in Seventh-day Adventist Schools, State and other private secondary schools.

CS218.1 Curriculum Studies—Commerce 1.5

Curriculum Studies—Commerce applies teaching methodology to Commerce. The content and outcomes of the syllabus are examined. Students receive practical instruction in: framing objectives and planning; using commerce teaching approaches and various teaching methods, including technology; selecting skills content; evaluating student work; integrating ethical values and faith within the confine of the classroom and the curriculum.

CS230.1 Curriculum Studies—Legal Studies 1.5

This is a study of the Legal Studies curriculum and how it can be applied in the classroom. Planning skills are developed to enable the construction of programs or units of work in Legal Studies. Various methodologies used within the subject will be studied and applied.

CS240.1 Curriculum Studies—Biology A 1.5

CS241.2 Curriculum Studies—Biology B 1.5

The content and outcomes of the courses in Biology in the Australian states are examined with particular reference to the NSW Stage 6 syllabus. Specific teaching sequences, strategies and techniques are discussed and demonstrated. Professional attributes, resources, appropriate technologies and curriculum preparation and management are investigated.

CS242.1 Curriculum Studies—Chemistry A 1.5

CS243.2 Curriculum Studies—Chemistry B 1.5

These subjects will study and apply a variety of curricula developments and learning theories to pedagogical approaches for teaching chemistry. Laboratory safety, chemical demonstrations, computers in chemistry, assessment, gender and societal issues, and history and philosophy in chemistry will be covered.

CS244.1 Curriculum Studies—Physics A 1.5

CS245.1 Curriculum Studies—Physics B 1.5

These subjects will involve a review of the physics syllabi from a selection of states but will place emphasis upon the content and intention of the New South Wales 2 Unit Physics syllabus and its associated assessment procedures. The subject will take a constructivist approach to the teaching of physics and will emphasise the importance of student 'hands-on' experience; practical and theoretical problem solving; skills of diagnosis and remediation; instructional processes which foster reflective thought and conceptual change, and techniques of evaluation. Laboratory organisation and safety will also be an important component of the course. The subject will also require pre-service teachers to commence the compilation of teaching resources.

Prerequisites: At least one 200 level Physics subject and SP240.

CS251.1 Curriculum Studies—Computing A 1.5

Students study the year 7–10 Computing Studies syllabi. This study includes a detailed analysis of; curriculum content, classroom organisation, instructional methodology, teaching practices and skills.

Prerequisite: A Computing major or minor

CS252.2 Curriculum Studies—Computing B 1.5

Students study the year 7–10 Computing Studies syllabi. This study includes a detailed analysis of; curriculum content, classroom organisation, instructional methodology, teaching practices and skills.

Prerequisite: A Computing major or minor

CS254.1 Curriculum Studies—Junior Science 3

The subject examines the nature of science and the role of science as a subject in the development of children. Students study the formation of aims, objectives and curriculum for science courses from year 7-10, the integration of Christian ideas and attitudes with science, and varied teaching strategies and styles basic to the presentation of science topics.

CS258.1 Curriculum Studies—Geography A 1.5

This subject focuses on the question "What to teach?" in high school Geography. It deals with the interpretation and implementation of the Geography Syllabi for NSW (Stages 4-5 & Stage 6)—these skills being applicable to the syllabi in other states. It includes the place of Geography in Human Society & Its Environment/Studies of Society & Environment, planning for outcomes/assessment in and selection of resources for Geography teaching. The question of values in Geography teaching is discussed.

Prerequisite: At least 6 cps of Geography and concurrent enrolment in the teacher education degree program.

CS259.2 Curriculum Studies—Geography B 1.5
This subject is a continuation of the sequence begun in CS 258.1 and focuses on “How to teach” high school Geography. Attention is paid to instructional strategies techniques in teaching Geography (including games, use of audio-visuals, fieldwork, mapping skills, use of ICT), and policies and procedures applicable to the teaching of Geography.

Prerequisite: At least 6 cps of Geography and concurrent enrolment in the teacher education degree program.

CS260.1 Curriculum Studies—Mathematics A 1.5
CS261.2 Curriculum Studies—Mathematics B 1.5

This subject examines the range of options in Stages 4 to 6 of the New South Wales mathematics syllabi. An array of topics common to years 7–12 mathematics in the various Australian states and New Zealand are also reviewed and students are required to demonstrate a range of instructional and management techniques that apply to them. The subject includes aspects related to the determination of special needs among students and the development of appropriate instructional responses to those needs. Students are required to demonstrate proficiency with appropriate computing and graphing devices. They are also required to create a unit of work and demonstrate the ability to create assessment activities consistent with those required by the Stage 6 General Mathematics syllabus. Finally students are required to commence the development of an array of resources that will be useful to their future teaching.

Prerequisites: At least one 200 level Mathematics subject and SP240.

CS262.1 Curriculum Studies—History A 1.5
Curriculum Studies—History A applies teaching methodology to history. Students receive practical instruction in: framing objectives and planning; using history teaching approaches and various teaching methods; selecting skills content, and in evaluating student work.

CS263.2 Curriculum Studies—History B 1.5
Curriculum Studies—History applies teaching methodology to history. Students receive practical instruction in: framing objectives and planning; using history teaching approaches and various teaching methods; selecting skills content, and in evaluating student work.

CS264.1 Curriculum Studies—Religion A 1.5
This subject is designed to enable secondary teachers who choose to teach religious education to develop a theoretical perspective of religious education through a critical examination of a range of contrasting approaches, and to demonstrate skills in curriculum decision-making, planning, organization and evaluation based these perspectives. Emphasis will be given to the Year 7–10 NSW Board Endorsed Course syllabus. Classroom practice will be linked to pedagogical, psychological and learning theories and classroom practice to assist students in reflection on classroom practice. Management skills and a range of teaching strategies

will be applied by students to develop a broad teaching repertoire.

CS265.2 Curriculum Studies—Religion B 1.5
This subject is designed to enable secondary teachers who choose to teach religious education to develop a theoretical perspective of religious education through a critical examination of a range of contrasting approaches, and to demonstrate skills in curriculum decision-making, planning, organisation and evaluation based these perspectives. Emphasis will be given to the Preliminary and HSC NSW Board of Studies syllabus. Classroom practice will be linked to pedagogical, psychological and learning theories and classroom practice to assist students in reflection on classroom practice. Management skills and a range of teaching strategies will be applied by students to develop a broad teaching repertoire.

CS268.1 Curriculum Studies—Art & Design 3
This subject begins by briefly examining the philosophy of Visual Arts Education and culminates in an in depth investigation of the NSW Visual Arts Syllabus Years 7–10. Special emphasis will be given to the development of a Visual Arts program appropriate for students studying the Additional Studies Course in year 10.

CS269.2 Curriculum Studies—Visual Arts 3
(*Even years only*)
A study of secondary art curriculum in Australia. Predominant focus will be on the NSW 7–12 Visual Art Syllabus.

Prerequisite: CS268

CS270.1 Curriculum Studies—Music A 1.5
This course is designed to give the music teacher appropriate teaching skills that are applicable to the Junior Secondary School, Years 7-10.

CS271.2 Curriculum Studies—Music B 1.5
This subject focuses on curriculum studies relevant to the teaching of Music in (years 11 and 12 (Preliminary and HSC) of the secondary school. Students will become familiar with the philosophy, rationale, aims, objectives and content of the NSW 2 Unit Music 1, Music 2 and extension syllabi. Special emphasis is placed on curriculum decision-making, planning, teaching strategies, teaching resources, and assessment of learning outcomes (including consideration of the HSC examination). The subject also includes discussion of concert organisation in the school and the use of technology in music education.

Prerequisite: CS270 or its equivalent

CS272.1 Curriculum Studies—English A 1.5
The subject requires a study of the role of English in the Australian secondary school classroom. Methods of implementing the aims of the NSW Board of Studies Stage 4 and 5 English Syllabus (for use in 2003) and the Stage 6 English Syllabus are closely examined as being representative of the

requirements of other states. The students will be shown how to combine these aims with those of Seventh-day Adventist education.

Prerequisite: An English major or minor

CS273.2 Curriculum Studies—English B 1.5

The subject requires a study of the role of English in the Australian secondary school classroom. Methods of implementing the aims of the present NSW Board of Studies English Syllabus and the new Draft Syllabus (for implementation in 2003) are closely examined as being representative of the requirements of other states. The students will be shown how to combine these aims with those of Seventh-day Adventist Education.

Prerequisite: An English major or minor.

CS276.1 Curriculum Studies—Business Studies A 1.5

Curriculum Studies—Business applies teaching methodology to Business Studies. The content and outcomes of the syllabus are examined. Students receive practical instruction in: framing objectives and planning; using business teaching approaches and various teaching methods, including technology; selecting skills content; evaluating student work; integrating ethical values and faith within the confines of the classroom and the curriculum.

CS277.2 Curriculum Studies—Business Studies B 1.5

Curriculum Studies—Business applies teaching methodology to Business Studies. The content and outcomes of the syllabus are examined. Students receive practical instruction in: framing objectives and planning; using business teaching approaches and various teaching methods, including technology; selecting skills content; evaluating student work; integrating ethical values and faith within the confines of the classroom and the curriculum.

CS282.1 Curriculum Studies—Home Economics/Design and Technology A 3

This subject examines the aims and the philosophy of Home Economics/Design Technology, Health and Personal Development as taught in the various states of Australia and New Zealand with application of the curriculum development process for Years 7–10 in Seventh-day Adventist Schools, State and other private secondary schools.

CS283.2 Curriculum Studies—Home Economics/Design and Technology B 3

This subject allows students to examine the aims and the philosophy of Home Economics, Technological and Applied Studies, Personal Development and Health learning areas as taught in the various states of Australia and New Zealand with application of the curriculum development process for Years 11 & 12 in Seventh-day Adventist schools, State and other private secondary schools.

Prerequisites: CS282

CS298.1 Curriculum Studies—Personal Development/Health & Physical Education A 3

This subject examines the aims and philosophy of Personal Development, Health and Physical Education in the secondary grades from the perspective of curriculum development. Students will review modern issues in curriculum development and examine current curricula designs in PDHPE. Particular emphasis is given to the Years 7–10 PDHPE syllabus.

CS299.2 Curriculum Studies—Personal Development/Health & Physical Education B 3

This subject examines the aims and rationale of the Personal Development, Health and Physical Education learning area as taught in the various states of Australia and within New Zealand. Particular emphasis is given to the application of the curriculum development process for Years 11 and 12 in Seventh-day Adventist schools, State and other private secondary systems.

Prerequisite: CS298

Education

ED120.1/2 Communication & Literature 3

A general education subject designed to further teacher education students' growth in communication and literacy. The study is seen as important to students' personal development and to success in their chosen professions. Attention will be given to the significance of literature and the arts in a Christian value system

ED121.1/2 Human Relations & Multicultural Issues 3

This unit introduces the student to contemporary studies of human relationships across the life span. Particular attention is given to: attachment, psychosocial development, the family life cycle, family violence, child abuse, cultural diversity, Aboriginal culture, Maori culture, and issues in education relating to indigenous Australians.

ED130.2 Scientific Foundations for the Junior Science Curriculum 3

This subject deals with the elements of physics, chemistry, biology, earth science and astronomy relevant to the NSW Stages 4 & 5 junior science curriculum and the contribution these elements make to the way science reveals an understanding of the natural world.

Prerequisite: Pass in at least one NSW HSC 2 unit science subject (or equivalent)

ED150.1 Introduction to Teaching 1.5

This subject introduces teacher education students to issues underpinning the role of education in contemporary society. Topics include foundational philosophies, rationales and modes of delivery of education and training, curriculum, national and international directions in education. The role and rights of teachers and pupils will be reviewed. These

concepts will be examined within the context of the Australian system of education.

ED151.2 Child Development 1.5
A lifespan perspective on the physical, cognitive, social and personality changes experienced by the individual in the progression from birth to adolescence.

ED155.1 Information Management for Teachers 3
This subject develops the principles and skills of information management. Students are given an introduction to practical skills in using word processing, presentation, spreadsheet, and database software. The lectures provide a background for the use of computer technology for acquiring managing and presenting information.

ED208.2 Philosophy of Christian Education 3
A consideration of selected philosophies and related issues relevant to Christians in the teaching ministry. This subject emphasises the practical implications of adopting a Christian educational philosophy, particularly in church schools.

ED210.1 Old Testament in Christian Education 3
The social and historical background of the Old Testament. The content of representative Old Testament books, and the faith of their writers and the relevance of the Old Testament to Christians in the teaching ministry.

ED213.1 Computer & Information Skills 3
This subject introduces future teachers to the use of the computer in the classroom. The emphasis is on the use of the microcomputer as a tool to facilitate student learning and as a teacher productivity tool. This subject also reviews data management and information storage and retrieval in the school library.

ED214.2 Educational Computing 1.5
For BTch (Primary)
This subject deals with way information technologies are used in schools. In particular it reviews how computers may be used by teachers and students to facilitate student learning.

ED215.2 New Testament in Christian Education 3
This subject is an introduction to the study of the New Testament and its relevance to Christians in the teaching ministry. It looks at some of the major themes of selected New Testament books, illustrating these by means of key passages.

ED222.2 Computing in Education 3
This subject introduces future teachers to the use of the computer in the classroom. The emphasis is on the use of the microcomputer as a tool to facilitate student learning and as a teacher productivity tool.

ED230.1 Pastoral Care & Religious Education (Secondary Schools) 3
Structures, strategies and skills essential to the functioning of a caring and nurturing school community are examined, together with the theory and practice of teaching Religious Education in (SDA) secondary schools. Consideration is given to the NSW Studies of Religion Syllabus.

Corequisites: Enrolment in SP330 or SP220, and SP340.

ED241.1 Pastoral Care—Primary Schools 3
Structures, strategies and skills essential to the effective functioning of a caring and nurturing primary school community are examined within the context of schools' mission statements. A range of relevant topics/issues is covered.

Corequisites: Enrolment in PP330 or PP220, and PP352.

ED250.1 Learning Theories 1.5
This subject places emphasis upon those aspects of cognitive theory that have direct relevance for classroom practice. This includes the nature of memory and recall, affect and motivation, attention and perception, concept formation, schematic theory and the nature of 'understanding'. The subject touches upon cognitive development, behaviourism, social cognitive theory and constructivism. It also examines the implications that cognitive theory has for reading, problem solving, communication and classroom instruction.

ED255.1 Assessment and Evaluation in the Learning Environment 1.5
'Evaluation of Learning' examines the current nature and purpose of educational assessment within the Australian setting and with particular reference to New South Wales. The subject reviews an array of assessment procedures that include both quantitative and qualitative methods and which can be employed within the cognitive, affective and psychomotor domains. Applications of these assessment procedures to both the primary and secondary areas are presented. The subject focuses upon the link that should exist between the syllabus outcome statements, the learning that takes place within the classroom and the assessment of that learning. The subject also requires students to demonstrate proficiency in the use of basic descriptive statistics and scaling techniques.

ED293.2 Multicultural Education 3
This subject deals with schools as a multicultural community. Exposure to different cultures, the issues and implications of diversity, tolerance, prejudice and racism will be explored in the context of a Christian classroom. The methods of and approaches to teaching English as a Second Language will also be examined.

ED302.2 Sociological Perspectives in Education 3
The process of education will be examined from a variety of sociological perspectives. Students will investigate several significant ethical and philosophical issues that underpin our society. Students will also investigate a range of current

social issues that directly impact their role as a teacher.

Prerequisites: 12 credit points of 200 level Education subjects

ED308.2 Teaching English as a Second or Other Language 3

This subject gives a comprehensive introduction to the profession of teaching English to speakers of other languages. The content represents a balance between providing necessary background information and relevant research, on the one hand, and offering many classroom suggestions and resources for teachers, on the other. This subject incorporates: knowledge of past and present teaching approaches, background on and techniques for teaching the language skills, second language acquisition theory, various options for integrating the skills, awareness of important learner factors, and information that is useful for the classroom teacher's everyday performance. The aim is to provide the pre-service teacher with a sound basis from which they can operate in order to design and implement classroom approaches and techniques.

ED310.2 LOTE—Introduction to French 3

An appreciation, understanding and awareness of French language and culture. Strategies for supporting and reinforcing the primary school LOTE program.

ED313.2 Reading Behaviour and Disability 3

This subject, designed for Infants and Primary teachers, covers the nature and causes of mild to severe reading disability. It aims to give pre-service teachers competence in the diagnosis, management and treatment of such difficulties, with emphasis on direct, practical experience.

Prerequisites: CP120, CP220, CP221

ED318.1/2 Individual Differences and the Atypical Child 3

This subject examines approaches which can be used by teachers to assist with the inclusion of children with special needs in the regular classroom setting. Emphasis is placed on the development of positive attitudes towards the mainstreaming of students with special needs, as well as on the planning and implementation of appropriate educational programs for these students. In particular the subject aims to provide preservice teachers with a range of strategies which can be used to optimise the educational experiences and the social inclusion of the mainstreamed child.

Prerequisites and corequisites: 12 credit points of 200-level Education subjects

ED319.1 Children with Special Learning Needs 3

This subject focuses on a range of strategies for helping children with special learning needs. The course comprises three modules, the first of which emphasises general strategies for teaching these children. The following two modules develop strategies for intervention programs in literacy and mathematics. Finally, the course requires participants to organise, implement and report on a short intervention

program in either literacy or mathematics during their internship.

Prerequisites: ED151, ED255, MA150, CP120, CP220, CP221, CP282

ED320.2 Science in Education 3

This subject discusses the nature of scientific thought and the role that science has played in the development of society. The techniques of science are demonstrated from historical developments in the disciplines of Physics, Chemistry and Biology. The current and future role of science in the techno-society is also investigated.

Prerequisites and corequisites: 12 credit points of 200-level Education subjects.

ED322.2 Issues in Educational Computing 3

The role of computers in schools, children and computers, instructional applications: computer assisted learning, computer managed instruction, computer assisted testing, courseware, authoring languages, selection of educational hardware and software, microcomputers in primary and secondary schools, the LOGO language. Students are required to complete a computer-based curriculum project.

ED327.2 Music Education 3

This subject focuses on advanced curriculum and administration skills relevant to the teaching of music in secondary schools. There is a continuing emphasis placed on planning, teaching strategies, multi-cultural diversity, teaching resources and the administration of Choral and/or Orchestra and/or Concert Band programs. The subject also includes discussion of concert organisation, interaction with parents and administration and advanced use of technology in music education.

Prerequisites: CS271 or its equivalent

ED332.1 Tradition & Change in Geography 3

An examination of the development of Geography as a discipline, its underlying philosophies and relation to society. Current issues in Geography curricula are considered, including the role of Geography in SOSE (Australia) and Social Studies (NZ).

Prerequisites: 6 credit points of 200-level Education subjects and 6 credit points in 200-level Geography subjects.

ED340.2 Art & Technology in Education 3

This subject examines the balance of art and technology in human effort, and emphasises a concern for the sensory, felt or perceived dimension in the curriculum. Particular focus is given to the mass media, and power to manipulate social perspective and value formation.

Prerequisite: 6 credit points of 200 level Education subjects.

ED350.2 Curriculum Theory & Practice 3
This subject is designed to assist pre-service primary and secondary teachers in the development of a personal perspective and skills relevant to curriculum design and evaluation. The orientation is interactive curriculum decision-making in the context of Seventh-day Adventist education. The course focuses on aspects of curriculum planning which include: relationships to philosophical perspectives; the framing of objectives; content selection; matching content and teaching strategies; evaluation strategies; curriculum innovation; curriculum organisation and course programming.

Education Research Subjects

ED361.1 Action Research 1.5
Students are introduced to the principles and process of action research so that they will be able to plan and implement an action research project within the classroom/school during their mid-year professional experience.

Corequisites: SP330 or PP330 or PP220.

ED362.2 Action Research Seminar 1
Students are required to implement an action research project (ARP) within the classroom/school during their mid-year professional experience. Attention is given to the structure, format, and writing of students' ARP reports, which, when completed are shared and discussed in tutorial sessions.

Prerequisite: ED361.1. Corequisite: SP330 or PP330 or SP220 or PP220.

ED400.1 Research Methods I 3
This subject consolidates and extends the student's knowledge and skill in research methodologies, literature search processes, criteria for the evaluation of research reports, the use of statistics, computer software in analysis, and preparation of a research proposal. The learning experience leads the student to plan and proceed towards development of a creative scholarly thesis investigating a specific educational research interest.

Prerequisites: Admission to the Bachelor of Education or Bachelor of BA/Bus/BSc /Bachelor of Teaching (Honours) degree is on the basis of evidence that the student has achieved, during the first two years of the course, an average pass rate of not less than 75% and at least a commendable average grade for professional experience.

ED401.2 Research Methods II 3
This study unit builds on ED400.1 Research Methods I and leads the student to a systematic investigation of a specific educational topic, contributing to the writing of a thesis.

Prerequisite: ED 400

ED402.1 Research Project IA 3
This subject involves the student in significant progress toward completion of a scholarly research study in education in the form of a written thesis.

Prerequisite: ED400

ED403.2 Research Project IB 3
This subject involves the student in significant progress toward completion of a scholarly research study in education in the form of a written thesis.

Prerequisite: ED400 and ED401.

PP314.1-2 Teaching Project 3/6
This subject allows students to be involved in a small independent study program. The research project involves planning, research and, if necessary, implementation and evaluation of some program that has educational value. The project is to be selected on the basis of its experimental or innovative nature and its practical usefulness. All projects must have a sound theoretical basis.

Prerequisites: A minimum of one year's teaching experience.

Pedagogy—Primary

PP140.1 Pedagogy IA 1.5
The class in Pedagogy IA is designed to provide knowledge and practice of some of the basic tactics of teaching, lesson design and specification of learning outcomes. The course will involve students in observations in the classroom and in participation in micro-teaching. The student will be prepared to engage in a ten day off-campus Professional Experience Session from 29 July to 9 August during the end of semester vacation.

PP141.2 Pedagogy IB 1.5
The class in Pedagogy IB is designed to provide knowledge and practice of some of the basic skills used in classroom teaching. The subject involves the student in observation of actual teaching and participation in micro-teaching. It also emphasises the need to develop a code of ethical practice so as to implement the professional attributes that are expected of beginning teachers.

PP160.1 Introduction to Pedagogy 3
For BTch (Primary)
Introduction to Pedagogy is an introductory course designed to provide knowledge of and practice in some of the basic skills of lesson design, teaching, and classroom management. The student will be prepared to engage in a twenty day off-campus professional experience practicum during the end of semester vacation, as well as five days of insemester education-related professional experience.

PP240.1 Pedagogy IIA 1.5
This subject encourages beginning teachers to examine and develop their philosophy and skills in teaching practice with particular reference to classroom management. The program entails lectures, observation of demonstrations at the local primary school, and analysis of management theories.

PP241.2 Pedagogy IIB 1.5

Effective teaching skills are developed through observation and practical experience with a knowledge of principles of curriculum planning and education. The principal areas of focus are concurrent curriculum studies areas of music and religion, multi-group lesson planning, integrated unit planning and the development of a personal discipline philosophy after reviewing at least 4 models of management.

PP260.2 Management in Pedagogy 1.5
For BTch (Primary)

This subject seeks to encourage beginning teachers to examine and develop their philosophy and skills in teaching practice and classroom management. The principle areas of focus are multi-group lesson planning, integrated unit planning, the development of a personal classroom management, and teaching/administration in a small school situation. In addition, the student will be prepared to engage in an off-campus professional experience practicum during the end of the semester.

Prerequisite: Successful completion of PP160.

PP340.1 Pedagogy IIIA 1.5

This subject focuses on the role of the teacher as manager of the classroom social system. This role is seen to be supported by the development of skills in three inter-related areas: advanced management skills in a multi-grade teaching situation, relationship management skills, and resource management skills. All students are exposed to multi-level teaching situations during their in-semester teaching assignment, during which they will be expected to implement skills and methodologies covered in this subject, as well as those covered in previous pedagogy and curriculum studies subjects. In addition, it is intended that the professional knowledge and competencies gained in this subject will help prepare students for successful engagement in the subject PP231.2 Professional Experience IIIB.

Prerequisite: PP241

PP341.2 Pedagogy IIIB 1.5

This subject focuses on the teacher as manager of relationships within the classroom/school social system, with a particular emphasis on preparing students for teaching/administration in a small school situation. All students are exposed to multi-level teaching situations during the in-semester teaching assignment, during which they will be expected to implement skills and methodologies covered in this subject, as well as those covered in previous pedagogy and curriculum studies subjects. In addition, it is intended that the professional knowledge and competencies gained in this subject will help prepare students for successful engagement in the subject PP330 Professional Experience IV.

Prerequisite: PP340

PP352.1 Pre-Service Professional Development 1.5

This subject focuses on knowledge and understandings, skills and competencies, attitudes and values relevant for effective pre-service teacher professional development in primary schools, and prepares students to seek and take up employment in government and non-government schools.

Prerequisites: Successful completion of PP231, or PP120 and PP341.

Corequisites: PP330 or PP220.

Professional Experience—Primary**PP110.1-2 Professional Experience I 2**

This subject is designed to provide opportunities for career choice testing, and for beginning competence in classroom teaching. This will be demonstrated by writing successful lesson plans and demonstrating the teaching tactics of explaining, narrating, demonstrating, questioning, discussing, supervising and managing children.

PP120.1-2 Professional Experience I (BTch) 4

There are two components to this subject, both of which are designed to help beginning teachers gain knowledge, skills and understandings which will form a basis for their ongoing professional development. The continuous school-based professional experience component involves students in actual classroom observation and teaching during which time they will be expected to apply knowledge and skills gained during the first semester pedagogy and curriculum studies subjects. Also, it is intended that the professional experience gained will contribute to deeper understandings in curriculum, pedagogy and education subjects undertaken during the second semester. The second component, during which students will observe and report on five education-related settings of their choice, is designed to increase students' understandings of the place of Primary Education in the wider educational community. Students will develop a professional portfolio as evidence of professional learning and personal reflection.

Prerequisite: PP160

PP210.1 Professional Experience IIA 1

Completion of a professional experience assignment, consisting of observation, teaching and participation in school activities for two weeks.

Prerequisite: Successful completion of PP110.

PP211.2 Professional Experience IIB 1

This subject establishes a partnership between the school and tertiary studies. The subject is designed to provide practical experience to enhance the student's professional development in the workplace, which in turn is a foundation for curriculum, pedagogy and education units in second year. The main pedagogical focus is the teacher as instructional manager in the classroom.

Prerequisite: Successful completion of PP110.

PP220.1-2 Professional Experience II (BTch) 7.5

This subject is designed for pre-service teachers to develop into beginning teachers. Students are required to teach for nine (3 + 6) weeks, engaging in professional field experience at a selected primary school. This includes the teaching of a substantial unit of work and the planning and implementation of an action research project. Students are also expected to deal with the realities of employment prospects and organisational expectations by participating in an actual on-site employer interview towards the end of their professional experience session.

Prerequisite: Successful completion of PP120.

Corequisites: PP352, ED361, ED362.

PP230.1 Professional Experience IIIA 1

This subject is designed to establish partnerships between the school and tertiary settings. It is intended that the attitudes developed and knowledge, skills and understandings gained in this subject should form an important segment of the professional development continuum from student teacher to beginning teacher, to inquiring practitioner. Also, that the professional experience gained will contribute to deeper understandings in curriculum, pedagogy and education units taken during the first semester. The main pedagogical focus in this subject is on the teacher as manager of the social system within the classroom.

Prerequisites: Successful completion of PP210, PP211.

PP231.2 Professional Experience IIIB 2

This subject is designed to establish partnerships between the school and tertiary settings. It is intended that the attitudes developed and knowledge, skills and understandings gained in this subject should form an important segment of the professional development continuum from student teacher to beginning teacher, to inquiring practitioner. Also, that the professional experience gained will contribute to deeper understandings in curriculum, pedagogy and education units taken during the first semester. The main pedagogical focus in this subject is on the teacher as manager of the social system within the classroom.

Prerequisite: PP230

PP330.1-2 Professional Experience IV 7

This subject is designed for pre-service teachers to develop into beginning teachers. Students are required to teach for eight (2 + 6) weeks, engaging in professional experience at a selected primary school. This includes the teaching of a substantial unit of work and the planning and implementation of an action research project. Students are also expected to deal with the realities of employment prospects and organisational expectations by participating in an actual on-site employer interview towards the end of their professional experience session.

Prerequisite: Successful completion of PP231.2 Profes-

sional Experience IIIB,

Corequisites: PP352, ED361, ED362.

Pedagogy—Secondary

SP140.1 Pedagogy IA 1.5

This subject provides students with an introduction to the skills and methods of effective secondary classroom teaching. A range of relevant educational research is applied to the planning, organisation, implementation and management of the classroom environment. This subject precedes the first school-based professional experience of students. It is intended that the student will become socialised to the roles of classroom teaching through personal application of basic instructional tactics.

SP141.2 Pedagogy IB 1.5

This subject examines the attributes of effective teachers. In the light of their recent practice teaching experience, student teachers consider the teacher as a motivator, teaching to learn, communication skills, classroom organisation and management, and their professional roles and responsibilities as teachers.

Prerequisite: SP140

SP240.1 Pedagogy II 1.5

The theme of this course is The Teacher as Instructional Manager. This role is supported by skills in two inter-related components: management of instruction and management of student behaviour. The course aims to first sensitise students to the dynamics that constitute these two components and second, to assist students to develop personal models of instructional and behavioural management.

Prerequisites: SP140, SP141

SP241.1 Pedagogy III 1.5

The theme of this course is The Teacher as a Manager of the Classroom Learning Environment. This role is seen to be supported by skill in three inter-related components: management of instruction, management of student behaviour, and management of social relations. The course aims to first sensitise students to the dynamics that constitute these three components and second, to provide guidance and assistance based on naturalistic research, the aim being to develop personal models of management.

Prerequisites: SP140, SP141, SP240.

SP340.1 Pre-Service Professional Development 1.5

This subject focuses on knowledge and understandings, skills and competencies, attitudes and values relevant for effective pre-service teacher professional development in secondary schools, and prepares students to seek and take up employment in government and non-government education systems.

Prerequisites: Successful completion of SP230 or SP120, and SP241.

Corequisite: SP330 or SP220.

Professional Experience—Secondary

SP110.1-2 Professional Experience I 2

This subject is designed to provide an initial school-based professional experience for secondary teacher education students. Through actual classroom teaching and observation of teacher and student behaviours students will apply knowledge and skills acquired during pedagogy subjects. Such skills include the writing of effective lesson plans and demonstrating the teaching tactics of explaining, narrating, demonstrating, questioning, discussing, supervising and managing the teaching-learning environment. Students will develop a professional portfolio as evidence of professional learning and personal reflection.

Prerequisite: SP140

SP120.1-2 Professional Experience I (BTch) 5

There are two components to this subject, both of which are designed to help beginning teachers gain knowledge, skills and understandings that will form a basis for their ongoing professional development. The continuous school-based professional experience component involves students in actual classroom observation and teaching during which time they will be expected to apply knowledge and skills gained during the first semester pedagogy and curriculum studies subjects. Also, it is intended that the professional experience gained will contribute to deeper understandings in curriculum, pedagogy and education subjects undertaken during the second semester. The second component, during which students will observe and report on five education-related settings of their choice, is designed to increase students' understandings of the place of Secondary Education in the wider educational community. Students will develop a professional portfolio as evidence of professional learning and personal reflection.

Prerequisites: SP140, SP240

SP210.1-2 Professional Experience II 1

The practicum is designed to give students classroom practice during third term of school. Students are required to fulfil specific criteria such as observing regular teachers as they practise and writing observation reports on routine procedures, reporting on school discipline policy and teaching a specified number of lessons.

Prerequisite: SP110

SP220.1-2 Professional Experience II (BTch) 9

This subject is designed for pre-service teachers to develop into beginning teachers. Students are required to teach for nine (3 + 6) weeks, engaging in professional field experience at a selected secondary school. This includes the teaching of a substantial unit of work and the planning and imple-

mentation of an action research project. Students are also expected to deal with the realities of employment prospects and organisational expectations by participating in an actual on-site employer interview towards the end of their professional experience session.

Prerequisite: Successful completion of SP120.

Corequisites: SP340, ED361, ED362

SP230.1-2 Professional Experience III 1

Through actual classroom teaching and observation of teacher and student behaviours students will apply knowledge and skills acquired during pedagogy subjects. Such skills include the writing and teaching from unit plans, demonstrating a range of teaching strategies, and effectively managing the teaching-learning environment. Students will apply assessment processes learned in ED255 Assessment and Evaluation in the Learning Environment. Students will also develop a professional portfolio as evidence of professional learning and personal reflection.

Prerequisites: SP110, SP210.

SP330.1-2 Professional Experience IV 7

This subject is designed for pre-service teachers to develop into beginning teachers. Students are required to teach for eight (2 + 6) weeks, engaging in professional experience at a selected secondary school. This includes the teaching of two substantial units of work and the planning and implementation of an action research project. Students are also expected to deal with the realities of employment prospects and organisational expectations by participating in an actual on-site employer interview towards the end of their professional experience session.

Prerequisite: Successful completion of SP231.

Corequisites: SP340, ED361, ED362.