



UniSA

# Education

- » Early Childhood » Junior Primary and Primary » Primary and Middle » Middle and Secondary
- » Design and Technology / Home Economics » Adult, Vocational and Workplace Learning
- » Double Degrees

2011

Experience. The Difference.





# Experience. Education

Teachers and other educators play a leading role in our lives. UniSA's School of Education has a long and respected history of producing first class graduates and leaders within education

Careers within education can offer great scope and mobility (including international opportunities), diverse, rewarding settings and excellent work-life balance.

Graduates gain recognised professional qualifications as educators in early childhood care and education, junior primary and primary, primary and middle, middle and secondary schooling, or adult and vocational education.

Our staff members have outstanding reputations as consultants, teachers and researchers and are linked with education industry groups, research centres and universities in Australia and overseas. We welcome students of education research degrees, in all settings, at Masters and Doctoral level.

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# Bachelor of Early Childhood Education

## Open Day 2010

City West campus: Sunday 15 August  
[unisa.edu.au/openday](http://unisa.edu.au/openday)

## Career Information Session 2010

Magill campus: Wednesday 8 September

## Program Information Session 2010

Magill campus: Wednesday 1 December  
[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

## Registrations essential

UniSA program code:	MBCE
SATAC code:	444051
CRICOS code (international students only):	024203B
TER (February 2010 cutoff):	73.10
Program length:	4 years
Home campus:	Magill
Prerequisites:	None
Assumed knowledge:	None
Accepts Special Entry (STAT):	Yes
External study available:	Yes (only available to a restricted cohort of students)
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	Yes
Program fees:	Commonwealth supported
Program fees (international students only):	A\$18,000 per annum
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

## Program overview

The Bachelor of Early Childhood Education prepares graduates to become childcare professionals, preschool/kindergarten teachers and junior primary teachers, and for work within related agencies, children's services or schools. The program focuses on planning, implementing and participating in activities for children from birth to eight years of age.

This program explores areas such as child development, programming, curriculum areas, diversity, research, observation, evaluation, assessment,

relationships and communication, personal qualities and ethical considerations.

## What will I study?

This program contains the distinct study strands of child development, curriculum studies, professional experience, education studies, and contextual studies.

Students may also choose two elective courses which may include children's literature, cultural studies, languages, and Indigenous studies, if they meet internal requirements in maths and science. There are two early childhood electives in the final year.

Studies in child development enable students to learn and apply information about children's emotional, social, cognitive and physical development.

Students have opportunities to develop, implement and evaluate key ideas in a range of curriculum areas, and learn about approaches to teaching and children's learning.

Professional experience is the field-based placements that combine theory with practice.

Over the four years of the degree, students participate in four supervised placements, including a total of 22 days in child care, 20 days in sessional preschool/kindergarten and 40 days in junior primary schools, plus visit days. Final-year students also complete a research project in an unsupervised, 15-day placement on a topic and setting of their choice.

## What does it take?

Students need to be committed to learning about early childhood education and care. Applicants need to have a strong interest in learning the theory and practice of working with young children from birth to eight years of age. Other important personal characteristics are warmth, good humour and genuineness. Early childhood professionals need to care for children, physically, socially, emotionally, and intellectually. Therefore they must be confident, articulate and possess sound organisational and communication skills.

## Who will employ me?

The program prepares graduates to work in a range of services for the education and care of children from birth to eight years of age. The program is nationally accredited and graduates find employment in childcare centres, children's centres, kindergartens/preschools, junior primary schools and other associated settings.

## Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to the commencement of the program. Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

## Honours

The Bachelor of Early Childhood Education degree may be awarded with Honours.

## Graduate entry program

In order to become an early childhood educator, students with a minimum three-year degree in any other field can apply for a two year Master of Teaching (Early Childhood).

### Professional recognition

Graduates of the Bachelor of Early Childhood Education will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

The qualification is recognised throughout Australia as appropriate for employment in early childhood services.

### Program requirements

#### FIRST YEAR

Changing Concepts of Children and Childhood  
 Languages and Multiliteracies  
 Free Elective  
 Children's Services in Community Contexts  
 Professional Experience 1 (Birth to 3 years)  
 Children Developing in Context 1  
 Developing a Play Curriculum  
 Birth - 8 years  
 Elective or Context of Mathematical Competency (Assumed Knowledge course)

#### SECOND YEAR

Introduction to Literacy and Numeracy in Early Childhood  
 Physical Education and Health Birth – 8 years  
 Professional Experience 2 (3-5 years)  
 Children Developing in Context 2  
 Social Education (Birth – 8 years)  
 Arts in Early Childhood  
 Children in Families and Communities  
 Elective or Background Science for Teaching

#### THIRD YEAR

Children Developing in Context 3  
 Literacy Birth to 8 years  
 Professional Experience 3 (Children 5-8 years)  
 The Arts-rich Early Childhood Curriculum  
 Numeracy Birth to 8 years  
 Professional Experience 4 (5 - 8 years)  
 Science and Technology Birth – 8 years  
 Research with Young Children

#### FOURTH YEAR

Curriculum Leadership and Advocacy in Early Childhood  
 Ethics Education and Critical Inquiry  
 Early Childhood Elective  
 Indigenous Study Elective  
 Early Childhood Elective  
 Literacies Across the Early Childhood Curriculum  
 Children with Special Needs  
 Early Childhood Practitioner Research

#### FOURTH YEAR with Honours

Curriculum Leadership and Advocacy in Early Childhood Education  
 Content Area Specialist Studies 1  
 Indigenous Study Elective  
 Honours 1 (ECE)  
 Literacies Across the Early Childhood Curriculum  
 Children with Special Needs  
 Content Area Specialist Studies 2  
 Honours 2 (ECE)



## Skye Bowey

### Bachelor of Early Childhood Education

'I was already a qualified childcare professional working in the industry but I undertook this program to further my understanding of children's development and to enhance my career.'

I chose UniSA because it has a long standing reputation in teaching education. I enjoy the flexibility and the ability to work at my own pace. It was important that I be treated as an adult and given the independence to study in a way that suited my learning.

I also loved the practicum placements. They give me an opportunity to try out new ideas which I hadn't been able to see in action.

When I graduate I know I will have the tools to enable me to be the best teacher I can be. With this degree I have options as I can choose to work overseas, interstate, and in a variety of positions and settings.'

# Bachelor of Education

(Junior Primary and Primary)

## Open Day 2010

City West campus: Sunday 15 August  
[unisa.edu.au/openday](http://unisa.edu.au/openday)

## Career Information Session 2010

Magill campus: Wednesday 8 September  
[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

## Registrations essential

UniSA program code:	MBED
SATAC code:	444071
CRICOS code	
(international students only):	024205M
TER (February 2010 cutoff):	82.45
Program length:	4 years
Home campus:	Magill
Prerequisites:	None
Assumed knowledge:	None
Accepts Special Entry (STAT):	Yes
External study available:	No
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	Yes
Program fees:	Commonwealth supported
Program fees	
(international students only):	A\$17,200 per annum
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

## Program overview

The Bachelor of Education (Junior Primary and Primary) program prepares generalist junior primary and primary teachers to teach across the core curriculum learning areas.

UniSA graduates enter the workforce as well educated professionals who are competent teachers committed to educational improvement.

## What will I study?

The program is structured around three components: professional studies, general studies and electives. The

professional studies component consists of three core strands: education studies; children's learning and curriculum studies; and Professional Experience (practicum).

Education studies includes courses on what it means to be an educator. Children's learning and curriculum studies courses examine the developmental, emotional and social psychological needs of learners; and the specific learning areas of the primary school curriculum.

Professional Experience is field-based placements that allow students to combine theory with practice and gain experience in schools at both junior primary and primary levels. Students gain practical experiences in each year of the program and placements start from one week in length in first year, to five weeks in length in the final year of the program.

In the fourth year, students may undertake a specialised placement in a metropolitan, regional or a rural school. An Honours component is also available to those who merit selection on the basis of academic achievement and excellence in their Professional Experience.

General studies and electives allow students to further their own development and follow area of interest.

## What does it take?

Teaching requires well developed interpersonal skills, stamina, commitment, patience and flexibility. Teachers need to have a passion for learning and a dedication to the social, emotional, physical and psychological development of children, as well as a commitment to the community and society at large. They must also be socially aware, responsible, confident, articulate, skilled and dedicated, with high levels of literacy and numeracy, as well as sound organisational and communication skills.

## Who will employ me?

UniSA graduates find employment both in Australia and around the world, in schools, educational fields and other related areas. Local school-based employers include the Department of Education and Children's Services (DECS), Catholic Education and Independent (private) schools. Non-school employment opportunities are available as many of the skills acquired are transferable.

## Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

## Graduate entry program

In order to become a Junior Primary/Primary educator, students can either complete this undergraduate program, or complete a degree in any other field and then apply for a Master of Teaching (Junior Primary and Primary) graduate entry program. The graduate entry program is equivalent to two years full time study.

## Honours

The Bachelor of Education (Junior Primary and Primary) degree may be awarded with Honours.

### Professional recognition

Graduates of the Bachelor of Education (Junior Primary and Primary) will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

### Program requirements

#### FIRST YEAR

Languages and Multiliteracies  
 Mathematics and Science for 21st Century Teachers  
 Design and Technology Education  
 General Studies 1  
 Professional Applications and Reflections 1  
 Development and Learning 1  
 Mathematics Education 1 (Reception – Year 7)  
 General Studies 2

#### SECOND YEAR

Professional Applications and Reflections 2  
 Development and Learning 2  
 English Curriculum in the Early and Primary Years 1  
 Information and Communication Technology in Learning and Teaching  
 English Curriculum in the Early and Primary Years 2  
 Society and Environment Education  
 Introduction to Research in Education  
 General Studies 3.

#### THIRD YEAR

Mathematics Education 2 (Reception – Year 7)  
 The Arts Curriculum  
 Ethics, Education and Critical Inquiry  
 General Studies 4  
 Professional Applications and Reflections 3  
 Science Education  
 Managing Learning Environments

#### FOURTH YEAR

Professional Applications and Reflections 4  
 Free Elective  
 Health and Physical Education  
 Education, Change and Society  
 Children with Special Needs  
 Elective 1  
 Elective 2

#### FOURTH YEAR with Honours

Honours (Junior Primary / Primary) PAR A  
 Free Elective  
 Health and Physical Education  
 Honours (Junior Primary/ Primary) PAR B  
 Education, Change and Society  
 Children with Special Needs



## Catherine Berry

**Bachelor of Education (Junior Primary and Primary)**

'I chose to study at UniSA because of the professional experience opportunities on offer.

The best way to learn how to teach is to get out into schools, observe experienced teachers and then have a go at applying what you have learnt. UniSA allows you this real-world experience from your first year right through to your last. This helps us to build confidence and professional networks.

For each year of my degree, I have been placed in different schools to apply the skills and knowledge I have acquired throughout my studies.'

# Bachelor of Education

(Primary and Middle)

## Open Day 2010

City West campus: Sunday 15 August  
[unisa.edu.au/openday](http://unisa.edu.au/openday)

## Career Information Session 2010

Magill campus: Wednesday 8 September  
[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

## Registrations essential

UniSA program code:	LBPM
SATAC code:	434591
CRICOS code (international students only):	052366F
TER (February 2010 cutoff):	73.20
Program length:	4 years
Home campus:	Mawson Lakes
Prerequisites:	None
Assumed knowledge:	None
Accepts Special Entry (STAT):	Yes
External study available:	No
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	Yes
Program fees:	Commonwealth supported
Program fees (international students only):	A\$17,200 per annum
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

## Program overview

The Bachelor of Education (Primary and Middle) prepares graduates to teach children in the primary and middle years of schooling, from years three to ten. There is a need for teachers to be skilled in appropriate methodology related to middle years schooling. This degree addresses teaching pre-adolescent and adolescent students and allows students to specialise in particular learning areas.

Graduates are qualified to teach in both primary and middle school educational settings and will have completed studies in education, curriculum, and teaching and learning.

## What will I study?

The program includes studies in core education courses, professional experience, curriculum courses, and two areas of specialisation selected from a range of areas.

Professional experiences are field-based placements that allow students to combine theory with practice. These experiences are scheduled in each year of the program in a range of school settings from years three to ten, providing students with the opportunity to apply the principles that they learn throughout the degree.

A variety of school sites are utilised for professional experience placements that include all education sectors across metropolitan and rural South Australia.

Students specialise by completing courses in four of the following learning areas: social and cultural studies; language and literature; mathematical and natural sciences and the environment; health, human growth and movement; and arts, design and technology.

Courses may include studies in drama, multimedia, the environment, health and physical education, Australian studies, studies of society and environment, music, languages, the sciences, mathematics, visual and performing arts and many others. These courses allow students to specialise in specific teaching and learning subjects. Students have the chance to complete a professional experience placement teaching their specific learning area in their fourth placement.

Students will work within a variety of educational settings as part of their professional experience placements, allowing them to gain experience in the workplace and develop their understanding of theoretical concepts.

## What does it take?

Teachers need to be committed to equity and social justice, futures thinking, sustainability, and be concerned with students' health and well being.

Teachers must be confident and articulate and possess high levels of literacy and numeracy, as well as sound organisational and communication skills. They should also be creative and able to think laterally, approach teaching tasks in a patient manner and explain concepts and instructions clearly and concisely.

## Who will employ me?

UniSA graduates find employment in both metropolitan and regional centres, nationally and internationally in schools and related educational fields. Employers include the Department of Education and Children's Services (DECS), Catholic Education Australia, Independent Schools Association schools, as well as a range of schools interstate and overseas.

## Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

### Professional Recognition

Graduates of the Bachelor of Education (Primary and Middle) will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

### Graduate entry program

In order to become an early childhood educator, students can either complete this program, or complete a degree in any other field and then apply for the Master of Teaching (Primary and Middle) program. The graduate entry program is equivalent to two years full-time study but is offered in accelerated mode over 18 months.

### Honours

The Bachelor of Education (Primary and Middle) degree may be awarded with Honours.

### Program requirements

#### FIRST YEAR

Approaches to Learning  
 Professional Applications and Reflection 1 (Primary and Middle)  
 Languages and Multiliteracies  
 General Study  
 Arts Education: An Introduction for Primary/Middle Schooling  
 Studies in Science and Mathematics Education 1  
 General Study  
 General Study

#### SECOND YEAR

Education, Change and Society  
 Health and Physical Education  
 Curriculum Study  
 Society and Environment in Years 3-9  
 General Study  
 Professional Applications and Reflection 2 (Primary and Middle)  
 Design and Technology  
 English Language and Literacy  
 Studies in Science and Mathematics Education 2

#### THIRD YEAR

Middle Schooling for the Middle Years  
 Professional Applications and Reflection 3 (Primary and Middle)  
 English and Mathematics  
 Contesting Curriculum  
 Inclusive Education: Students with Special Needs  
 General Study  
 General Study

#### FOURTH YEAR

Numeracy Issues in Mathematics and Science Education  
 Professional Option  
 General Study  
 General Study  
 Constructions of Wellbeing and Identity  
 Professional Applications and Reflection 4  
 Free Elective

#### FOURTH YEAR with Honours

Numeracy Issues in Mathematics and Science Education  
 Honours Project (Primary and Middle) Part A  
 General Study  
 General Study  
 Honours Project (Primary and Middle) Part B  
 Constructions of Wellbeing and Identity



## Keira Marlow

### Bachelor of Education (Primary and Middle)

'Education requires a lot of you as a person. I am proud to be a teacher and love the work it involves...with children of all ages, from different backgrounds, cultures, religions, genders. It's dynamic, interesting, engaging and stimulating all of the time.'

I participated in three school placements and these experiences were invaluable preparation. Also, through my specialisation in Design and Technology, I was able to work on school projects. 'Kids Connect 2008' gave me experience and confidence in working with students.

Achieving consistently high grades allowed me to be invited into the Honours program, researching the area of gender.'

# Bachelor of Education (Design and Technology Education)

## Design and Technology or Home Economics options

### Open Day 2010

City West campus: Sunday 15 August  
[unisa.edu.au/openday](http://unisa.edu.au/openday)

### Career Information Session 2010

Magill campus: Wednesday 8 September

### Program Information Session 2010

Mawson Lakes campus: Thursday 2 December  
[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

### Registrations essential

UniSA program code:	LBDT
SATAC code:	434581 (Design and Technology) 434701 (Home Economics)
TER (February 2010 cutoff):	60.30 (Design and Technology) 60.65 (Home Economics)
Program length:	4 years
Home campus:	Mawson Lakes
Prerequisites:	None
Assumed knowledge:	None
Accepts Special Entry (STAT):	Yes
External study available:	No
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	Yes
Program fees:	Commonwealth supported
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

### Program overview

The Bachelor of Education (Design and Technology Education) prepares graduates to become Design and Technology teachers. Studies in the Design and Technology option include design, electronics, materials technology, multimedia, engineering, and futures studies.

The Home Economics option prepares graduates to become home economics teachers. Studies in the Home Economics option include design, food and nutrition, hospitality, textile technology and child study.

Courses are taught at a range of locations including UniSA's Mawson Lakes, City East and Magill campuses, and the Regency and Marlestone TAFESA campuses.

This program maintains strong professional links with industries and schools, as well as the Design and Technology Teachers Professional Association (DATTA) and the Home Economics Institute of Australia (HEIA).

Students are not required to have studied Design and Technology or Home Economics in year 11 or 12, but must be interested in working with a range of materials, critiquing, designing and making quality products.

### What will I study?

The educational core of this program is taught at the Mawson Lakes campus through both online and face-to-face intensive workshops. Some courses are also available externally, or as intensive summer and winter school courses, enhancing the flexibility of the program.

In addition to theoretical study, students complete a number of field-based practicums, which allow them to apply their knowledge, and skills in middle and secondary school settings.

Some courses are undertaken through TAFESA. Design and Technology option students undertake eight courses in areas such as wood furnishing, systems technology, electronics, while Home Economics option students undertake five courses, in areas such as food and hospitality and fashion design. Students also undertake four elective courses designed to enhance their knowledge and ability to teach in another subject area.

Design and Technology option students also have the opportunity to be involved in the Robotics Peer Mentoring program where they tutor school-age groups in electronics, both at UniSA and within secondary school environments.

At all levels of the program, students can participate in work placements, where they progressively become more involved in teaching activities within educational settings.

### What does it take?

Teachers need to genuinely care for their students - physically, socially and emotionally - and have a desire for stimulating intellectual growth. They also need to be interested in educating and working with young people and have

an ongoing commitment to their own personal and professional development.

Teachers must be confident and articulate, and able to explain concepts and instructions concisely and accurately. They should possess high levels of literacy and numeracy, as well as be highly skilled and knowledgeable in their chosen field of specialisation. Teachers also require patience and enthusiasm as well as sound organisational and communication skills.

### Who will employ me?

Graduates find employment locally in metropolitan and regional centres, nationally and internationally, in schools and related educational fields. Employers include the Department of Education and Children's Services (DECS) in South Australia, Catholic Education Australia, independent, Lutheran, Christian, Anglican and Uniting Church schools, as well as a range of schools interstate.

### Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

### Professional recognition

Graduates of the Bachelor of Education (Design and Technology Education) will meet the academic requirement for registration as teachers in South Australia.

However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

### Program requirements

#### FIRST YEAR

An Introduction to Design and Technology Education

Reflective Practice 1

Languages and Multiliteracies

TAFE Course 1\*

Food and Society #

Approaches to Learning

Free Elective

Children Developing in Context#

TAFE Course 1#

TAFE Course 2\*

TAFE Course 3\*

#### SECOND YEAR

Workplace Knowledge and Safety

Elective 1

TAFE Course 2#

TAFE Course 3#

TAFE Course 4\*

TAFE Course 5\*

Teaching and Learning in Design and Technology Education

Inclusive Approaches to

Diverse Student Needs

Reflective Practice 2

Idea Generation Methods

for Designers#

TAFE Course 6\*

#### THIRD YEAR

Systems Technology –  
Electronics and Robotics\*

Approaches to Child and  
Community Study#

Reflective Practice 3

Educators' Work

Contesting Curriculum

Elective 2

TAFE Course 4#

TAFE Course 5#

TAFE Course 7\*

TAFE Course 8\*

#### FOURTH YEAR

Rethinking Middle Years

Education, Change and Society

Elective 3

CADD CAM Principles and  
Practice or PAR 4 Honours:

Research Methods and Project  
(Primary/Middle) Part A\*

Children Developing in

Context 2 or PAR 4 Honours:

Research Methods and Project  
(Primary / Middle) Part A#

Elective 4

Elective 5#

Professional Applications  
and Reflections 4 (Primary  
and Middle)\*

Idea Generation Methods for  
Designers or PAR 4 Honours

Research Methods and Project  
(Primary / Middle) Part B\*

Professional Applications and  
Reflections 4 (Primary and  
Middle) or PAR 4 Honours

Research Methods and Project  
(Primary / Middle) Part B#

Professional Applications and  
Reflections 4 (Primary and  
Middle) or PAR 4 Honours

Research Methods and Project  
(Primary / Middle) Part B#

\*denotes Design and Technology  
option

# denotes Home Economics  
option



## Daniel Seymour

### Bachelor of Education (Design and Technology)

'I've always been a practically minded person and this program was a great way to get some recognised qualifications. Plus it is something I am passionate about: for students to learn the skills that design and technology offer.

My lecturers have gone out of their way to provide support for me. I cannot speak highly enough of them. Our senior lecturers have all been teachers themselves so they draw from their knowledge of practical situations that we might come across in years to come.

I've completed three practicum placements over the past few years. These placements have taught me what teaching is like, and were also great way to meet experienced teachers.'

# Bachelor of Education (Adult, Vocational and Workplace Learning)

## Open Day 2010

City West campus: Sunday 15 August  
[unisa.edu.au/openday](http://unisa.edu.au/openday)

## Program Information Session 2010

Magill campus: Wednesday 3 November  
[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

## Registrations essential

UniSA program code:	LBAV
SATAC code:	434601
Program length:	4 years
TER (February 2010 cutoff):	60.80*
Home campus:	Mawson Lakes
Prerequisites:	None
Assumed knowledge:	None
Accepts Special Entry (STAT):	Yes
External study available:	Yes
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	Yes
Program fees:	Commonwealth supported
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

## \* Entry requirements

Admission to this program will normally require completion of an approved TAFE/VET award at Certificate IV level in addition to at least two years of experience in adult vocational education and training or equivalent.

## Program overview

For many people, learning does not stop once they leave school. Learning is now a part of almost all jobs and there is a growing demand for educators who are able to design, implement and deliver a range of learning opportunities for adults in the workplace and the wider community.

This program provides the opportunity for people interested in facilitating learning outside of school settings to pursue a range of career paths in community education, human resource development and teaching in public and private training organisations.

The program is designed as a flexible and relevant degree for those who wish to pursue or further their career as a professional educator or trainer in adult, community, vocational, workplace or work-related education. It provides a formal qualification and is designed specifically for educators and trainers who already work or teach in a specific work environment or trade, or who have experience in helping others learn.

Students commonly include police officers, TAFE lecturers (in areas such as mechanics, hairdressing, tourism and hospitality), workplace trainers, community educators, health

educators, organisation learning and development practitioners, hospitality industry trainers, non-government organisation workers, and church and youth group training personnel.

## What will I study?

This program enables students to build on their prior learning and experience and to use their current workplace situations as part of their learning. Many assessment activities can be adapted to suit students' personal circumstances. The program also provides opportunities for students to gain experience in workplaces and/or to update their current vocational knowledge of workplace requirements as it applies to their areas of expertise.

Students develop the knowledge and skills to research, plan, develop, implement and evaluate education programs; train trainers and volunteers; network and coordinate with other agencies and groups; and promote community development and awareness.

Students extend their knowledge of facilitating adult learning through both theoretical and practical activities, and have the opportunity to select studies that best suit their professional development needs from other areas, including Indigenous studies, relationship and family education, adult literacy, workplace learning and multicultural education.

In fourth year, students have the opportunity to broaden their knowledge and skills in a different work environment, such as community or workplace education, the public service, private practice or industry.

There are extensive credit transfer and recognition of prior learning (RPL) processes in place. These arrangements can considerably shorten the overall time required to complete the program.

## What does it take?

The majority of students completing this program combine either full- or parttime work with their studies. Students can normally expect to set aside approximately ten hours per week if they are taking a study load of two courses per Study Period. Students are actively encouraged to negotiate study arrangements with their lecturers to help achieve a workable balance between work, study and other commitments they might have.

Students need to have well developed skills and experience in their area of specialisation and the ability to communicate concepts clearly and concisely, both verbally and in writing.

Students need to possess an interest in people, the ability to communicate with diverse groups of people and a commitment to lifelong learning. They should be well organised, have a patient approach, and be able to apply developed problem solving skills to their work.

## Who will employ me?

Graduates may find employment in a number of areas, including Vocational Education and Training (VET), Adult and Community Education (ACE), workplace learning, community education, health education, religious education, environmental education, citizenship education, the public service, commerce industry or private practice.

**Please note**

All successful applicants to the program will be required to have access to an adult education or training situation (in a voluntary or paid capacity) in which to practise, reflect, and demonstrate skills and competence.

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

**Program requirements****FIRST YEAR**

Facilitating Learning with Adults  
Assessment and Recognition of Learning in Adult, Vocational and Workplace Learning Contexts  
Language and Multiliteracies  
Content Area Specialist Studies 1  
Content Area Specialist Studies 2  
Theory and Practice in Adult, Vocational and Workplace Learning Contexts  
Free Elective  
Aboriginal Studies Elective

**SECOND YEAR**

Chaos, Change and Innovation  
Program Development in Adult, Vocational and Workplace Contexts  
AVWL Specialist Studies 1  
Content Area Specialist Studies 3  
Contesting Curriculum  
Education, Change and Society  
Principles and Practices of Evaluation  
AVWL Specialist Studies 2

**THIRD YEAR**

Critically Reflective Practice in Adult, Vocational and Workplace Learning  
The Educator as Counsellor  
Ethics, Education and Critical Inquiry  
Theorists and Theories of Adult Learning and Development  
Organisational Cultures and Learning Communities  
Work, Self and Society  
Learning Cultures:  
Whiteness and Education  
Critical Perspectives on Flexible and e-Learning Pedagogies

**FOURTH YEAR**

Leadership and Management in Adult, Vocational and Workplace Learning Contexts  
Professional Community, Identity and Social Justice  
Workplace Studies 1  
Reading and Designing Research in Adult, Vocational and Workplace Learning  
International Comparative Studies in Adult, Vocational and Workplace Learning  
Policy Discourses and Practices  
Workplace Studies 2  
AVWL Specialist Studies 3

**Karen White****Bachelor of Education (Adult, Vocational and Workplace Learning)**

'I chose to undertake this degree because I am currently employed in the field as a Nurse Educator. This program has already given me valuable knowledge, insights and skills that are highly relevant to my field of work. It has definitely improved my ability to deliver a quality service to my employer, and to the participants in my own program.'

During my studies, I received a scholarship to travel overseas on exchange to South Korea, presenting me with a fantastic opportunity to undertake an intensive cultural and language program. I work with many nurses for whom English is a second language, and the exchange experience has given me valuable personal insights that will increase my capacity to support these individuals.'





# Bachelor of Science, Bachelor of Education

**Open Day** will be held on Sunday 15 August 2010, City West campus, visit [unisa.edu.au/openday](http://unisa.edu.au/openday)

**Information Sessions** will be held at the **Careers Festival**, Sunday 29 August 2010, Mawson Lakes campus, to register visit [unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

**Drop in times** will be available from 6-10 December 2010, from 9.00am – 7.00pm, Campus Central, Mawson Lakes campus

An additional **Information Session** will be held on Wednesday 15 December 2010, at 6.30pm Mawson Lakes campus, to register visit [unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

UniSA program code:	LBES
SATAC code:	434611
CRICOS code (international students only):	048562C
TER (February 2010 cutoff):	66.35
Program length:	4 years
Home campus:	Mawson Lakes
Prerequisites:	None
Assumed knowledge:	For students selecting studies in Applied Physics: Stage 2 Physics and Mathematical Studies
	For students selecting studies in Biology or Chemistry: Stage 2 Chemistry
	For students selecting studies in Mathematics and Statistics: Stage 2 Mathematical Studies
Accepts Special Entry (STAT):	Yes
External study available:	No
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	No
Program fees:	Commonwealth supported
Program fees (international students only):	A\$17,200 per annum
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

## Program overview

The Bachelor of Science, Bachelor of Education double degree prepares graduates to become secondary school science and mathematics teachers. Throughout the program, students develop the science, laboratory and education skills required to teach effectively in classrooms.

Throughout this program students will develop highlevel interpersonal skills and abilities in communication and research, which enhance employment opportunities in education and other areas.

In their final two years of study, students will gain a broader understanding of the teaching environment by undertaking practical placements that focus on both the theory and practice of teaching.

## What will I study?

The education components of this program offer a combination of theory and practice, and provide students with opportunities to demonstrate their understanding in school settings. These practicum placements allow students to apply the principles they learn throughout their studies.

Students can choose from a number of professional majors in the sciences, providing them with broad science studies as well as advanced studies in one or more of their chosen professional science disciplines.

The program provides a broad science education through a combination of majors and minors from Applied Physics, Biology, Chemistry, Computer Science, Environment Systems, Geospatial Information Systems, Geoscience, Mathematics and Statistics, and Psychology. Some of the other courses that students undertake include Educators Work; Social Contexts of Education; and Contesting Curriculum. In addition, they complete a number of elective courses to complement their knowledge and skills within another area of interest.

## What does it take?

Teachers need to genuinely care for their students, physically, socially and emotionally, and have a desire for stimulating intellectual growth. They also need to be interested in educating and working with young people as well as having an ongoing commitment to their own personal and professional development. Teachers must be confident and articulate and able to explain concepts and instructions concisely and accurately. They should possess high levels of literacy and numeracy, as well as be highly skilled and knowledgeable in their chosen field of specialisation. Teachers also require patience, enthusiasm, and sound organisational and communication skills.

Students need to be motivated and self-directed and have a committed and enthusiastic approach to their studies.

### Who will employ me?

Graduates will find employment opportunities locally in metropolitan and regional centres, nationally and internationally, in schools and related educational fields. Employers include the Department of Education and Children's Services (DECS) in South Australia, Catholic Education Australia, and Independent Schools Association schools.

### Professional recognition

Graduates of the double degree Bachelor of Science, Bachelor of Education will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

### Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

### Program requirements

#### FIRST YEAR

Science Major 1

Science Minor 1

Science Elective

Approaches to Learning

Statistics for Laboratory

Sciences 101

Science Major 2

Science Minor 2

Free Elective

#### SECOND YEAR

Science Major 3

Science Major 4

Science Minor 3

Science Education 1

Science Major 5

Science Major 6

Science Minor 4

Science Elective 2

#### THIRD YEAR

Science Major 7

Curriculum Course 2

Rethinking the Middle Years

Reflective Practice 1

Reflective Practice 2

Science and Mathematics

Education 2 (Curriculum

Course 3)

Inclusive Approaches to

Diverse Student Needs

#### Summer (Study Period 7)

Education, Change and Society

#### FOURTH YEAR

Reflective Practice 3

Curriculum Course 4

Educator's Work

Science Major 8

Science Elective 3

Science Elective 4

Contesting Curriculum

Science Majors are offered across three different campuses and include:

- Applied Physics;
- Biology;
- Chemistry;
- Computer Science;
- Computer Systems Engineering;
- Environmental Systems (available as a Minor only);
- Geoscience;
- Geospatial Information Systems;
- Mathematics/ Statistics;
- Software Development.



## Michael Bowen

### Bachelor of Science, Bachelor of Education

'Over the course of a full year I was a student teacher at Valley View Secondary School. At first this involved simple observation and getting a feel for the teaching experience. Later I took on teaching duties myself and also became heavily involved in new curriculum development projects at the school. These experiences have not only helped equip me with the skills to become a competent teacher, they have also helped me develop great professional networks and future job opportunities.'

(08) 8302 2376 1300 UNINOW  
study@unisa.edu.au

# Bachelor of Arts (Australian Studies), Bachelor of Education (Middle and Secondary)

## Open Day 2010

City West campus: Sunday 15 August  
unisa.edu.au/openday

## Career Information Session 2010

Magill campus: Wednesday 8 September

## Program Information Sessions 2010

Magill campus: Wednesday 3 November

City West campus: Tuesday 30 November

unisa.edu.au/infosessions

## Registrations essential

SATAC code	424501
UniSA program code	DBSM
TER (February 2010 cut-off)	60.30
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	City West
Accepts Special Entry (STAT)	Yes
External study available	Partial
Part-time study available	Yes
TAFE credit available	Yes
Honours study available	N/A
Program fees	Commonwealth supported
Scholarships available	unisa.edu.au/scholarship

## Program overview

The Bachelor of Arts (Australian Studies), Bachelor of Education (Middle and Secondary) double degree prepares students to become middle and/or secondary level teachers, years 6 to 12. There is a growing demand for teachers with middle years expertise and predicted high demand for secondary teachers. This program develops skills in education for both middle and secondary.

Australian Studies allows students to gain an appreciation of the historical, political, social and cultural issues facing Australian communities and institutions. The Bachelor of Arts (Australian Studies) program provides a unique context for students to

understand contemporary issues surrounding Australia's place in a constantly changing world. It explores theories of race, class and gender relations as well as the functions of key social institutions including government and the system of law and order.

This program also prepares intending middle/secondary school teachers as specialists in Australian Studies, and Society and Environment along with a second learning area such as a language other than English. The degree facilitates the development of committed and flexible professionals with the capacities to promote effective and inclusive learning in a variety of education settings and a range of community contexts.

## What will I study?

The program includes studies in core education courses, professional experience and curriculum courses. Professional experiences are field-based placements that allow students to combine theory with practice. A variety of school sites are utilised for professional experience placements that include all education sectors across metropolitan and rural South Australia. The program has also been structured around several courses which enable students to:

- » identify key debates in identity and culture in a changing Australian society
- » understand the theories and concepts of racism and its repercussions on social policies
- » understand Australian political systems and issues of power in political representation
- » investigate post-colonial debates in Australian history including Indigenous and gendered perspectives
- » examine the politics of media representation in relation to 'whiteness'
- » understand the fundamentals of historical and social research
- » understand the construction and uses of knowledge and theory in the study of society
- » undertake three lengthy full-time professional experience placements in schools
- » undertake studies in a sub major which should be a second teaching area, eg English, Mathematics, Science, History etc.

## Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional

experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page. These placements form a compulsory part of the program. A successful clearance may also be required for other courses, eg to enter any school, pre-school or childcare centre for any reason, including placement, observation or visits, unless the students are already registered teachers.

## What does it take?

Teachers need to be committed to equity and social justice, futures thinking, sustainability and be concerned with students' health and wellbeing.

Australian Studies students need to have a strong interest in people, as well as developed interpersonal skills and the ability to understand social contexts. Students also need an inquiring mind and a desire to explore and understand the key issues, both contemporary and historical, that confront Australia and its people.

## Who will employ me?

Graduates will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia.

Apart from teaching, graduates gain employment in a variety of occupations. The Australian

Studies degree allows graduates to develop highly regarded generic and transferable skills.

### Professional recognition

Graduates will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

### Program requirements

#### FIRST YEAR

Communications Concepts:  
Research and Application  
Australian Society and Cultures  
Computers and Information Management  
Sub-major 1  
Australian Politics and Power  
Aboriginal Studies Elective  
Free Elective  
Sub-major 2

#### SECOND YEAR

Australian History  
Global Knowledges and the Social Sciences  
International Studies Elective  
Sub-major 3  
Rights and Racism  
Language and Multiliteracies  
Approaches to Learning  
Sub-major 4

#### THIRD YEAR

Studies of Society and Environment 1  
Teaching the Second Learning Area  
Reflective Practice 1  
Sub-major 5  
Teaching the Second Learning Area  
Reflective Practice 2  
Studies of Society and Environment 2  
Middle Schooling for the Middle Years

#### FOURTH YEAR

Reflective Practice 3  
Studies of Society and Environment 3  
Education, Change and Society  
Identity and Representation  
Australian Film and Literature  
Constructing Curriculum  
Sub-major 6



*Josh Cubillo*

**Bachelor of Arts (Australian Studies),  
Bachelor of Education (Middle and Secondary)**

'I've always had good teachers I could relate to and this always made school easier. If I can emulate their teaching practices, I too can be a successful teacher. As future educators we have a role of nurturing young people who will go on to run our country.

I wanted to become a teacher and specialise in teaching Australian Studies. UniSA provided the perfect degree for this.

I enjoy the diversity around the campuses, with people from different cultures and age groups. You learn so much because everyone has different ideas, beliefs and upbringings.

I have been fortunate to have undertaken several placements, two of which have been in the lower middle school environment and the other in a secondary school. Having this practical introduction to the classroom allowed me to put the theory learnt at uni into practice.'

# Bachelor of Arts (Aboriginal Studies), Bachelor of Education (Middle and Secondary)

## Open Day 2010

City West campus: Sunday 15 August  
unisa.edu.au/openday

## Career Information Session 2010

Magill campus: Wednesday 8 September

## Program Information Sessions 2010

Magill campus: Wednesday 3 November

City West campus: Tuesday 30 November

unisa.edu.au/infosessions

## Registrations essential

SATAC code	424491
UniSA program code	DBGM
TER (February 2010 cut-off)	60.30
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	City West
Accepts Special Entry (STAT)	Yes
External study available	Partial
Part-time study available	Yes
TAFE credit available	Yes
Honours study available	N/A
Program fees	Commonwealth supported
Scholarships available	unisa.edu.au/scholarship

## Program overview

The Bachelor of Arts (Aboriginal Studies), Bachelor of Education (Middle and Secondary) double degree prepares students to become middle and/or secondary level teachers, years 6 to 12.

There is a growing demand for teachers with middle years expertise and predicted high demand for secondary teachers.

The Bachelor of Arts (Aboriginal Studies) enables students to gain an understanding of the historical policies and legislations and the ongoing effects of this in contemporary Australia. This program also prepares intending middle/secondary school teachers as specialists in Aboriginal Studies and aims to assist students to

graduate with skills so they can apply an understanding of Indigenous cultures and indigenous issues to be a more effective educator in aboriginal studies, history and more broadly society and environment.

## What will I study?

The program includes studies in core education courses, professional experience and curriculum courses. Professional experiences are field-based placements that allow students to combine theory with practice. A variety of school sites are utilised for professional experience placements that include all education sectors across metropolitan and rural South Australia.

The program has also been structured around several courses which enable students to:

- » examine concepts of Indigenous culture with particular emphasis on issues of land and boundaries, social groups and kinship, economic organisation, political systems, spiritual constructs and art forms
- » investigate Indigenous history from pre-invasion to colonialism to the twenty-first century
- » understand the construction and uses of knowledge and theory within Indigenous and Australian studies
- » understand the fundamentals of research and the role of social research within society
- » identify changing approaches to literary criticism and recognise the role of Indigenous literature in the construction of Indigenous identities
- » demonstrate a knowledge of the history and theory of race relations and how they intersect with class and gender, and relate to Indigenous Australians
- » undertake three lengthy full-time professional experience placements in schools
- » undertake studies in a sub major which should be a second teaching area, eg English, Mathematics, Science, History etc.

## Please note

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page. These placements form a compulsory part of the program. A successful clearance may also be required for other courses, eg to enter any school, pre-school or childcare centre for any reason, including placement, observation or visits, unless the students are already registered teachers.

## What does it take?

Teachers need to be confident and articulate and have sound organisational and communication skills. They must enjoy working with young people within a learning environment. Aboriginal Studies. Students need to have an interest in cultural diversity and social justice in both Australian and international contexts, and skills in working with people from diverse backgrounds.

Students also need an inquiring mind, the desire to explore diverse social and cultural concepts, and a keen interest in exploring and understanding issues confronting Indigenous and non-Indigenous Australians in a rapidly changing national and international environment.

**Who will employ me?**

Graduates will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia.

Apart from teaching, graduates gain employment in a variety of occupations. The Aboriginal Studies degree allows graduates to develop highly regarded generic and transferable skills.

**Professional recognition**

Graduates will meet the academic requirement for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

**Program requirements****FIRST YEAR**

Communications Concepts:  
Research and Application

Australian Society and Cultures

Aboriginal Cultures

Sub-major 1

Australian Society,

Aboriginal Voices

Aborigines, History

and Colonialism

Aboriginal Studies Elective

Sub-major 2

**SECOND YEAR**

Computers and Information  
Management

Contemporary Aboriginal Issues

Global Knowledges and the  
Social Sciences

Sub-major 3

Rights and Racism

Language and Multiliteracies

Approaches to Learning

Sub-major 4

**THIRD YEAR**

Studies of Society and  
Environment 1

Teaching the Second  
Learning Area 1

Reflective Practice 1

Sub-major 5

Teaching the Second

Learning Area 2

Reflective Practice 2

Studies of Society and  
Environment 2

Middle Schooling for the  
Middle Years

**FOURTH YEAR**

Reflective Practice 3

Studies of Society and  
Environment 3

Education, Change and Society

Aboriginal Studies Elective

Working Effectively in

Indigenous Contexts

Constructing Curriculum

Sub-major 6



## Nathan Agius

**Bachelor of Arts (Aboriginal Studies),  
Bachelor of Education (Middle and Secondary)**

'Aboriginal Studies allows me to be an agent for social change, and more importantly a role model for my people. As an Indigenous person I have a personal interest in cultural diversity and social justice, and to use this to affect change in an appropriate forum.'

What I enjoyed most about studying at UniSA was developing a knowledge base and meeting people who share common goals yet offered different experiences. And meeting my fiancée!

I have undertaken a number of placements, and within each I have learnt so much. The most recent reiterated why I chose to undertake this program. And there is nothing like hands-on experience.'

# Bachelor of Applied Science (Human Movement and Health Studies), Bachelor of Education (Middle and Secondary)

## Open Day 2010

City West campus: Sunday 15 August

[unisa.edu.au/openday](http://unisa.edu.au/openday)

## Career Information Session 2010

City East campus: 'Health the Inside View' Sunday 12 September

## Program Information Session 2010

Magill campus: Wednesday 3 November

[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

## Registrations essential

UniSA program code:	IBHU
SATAC code:	414261
CRICOS code	
(international students only):	055267G
TER (February 2010 cutoff):	92.00
Program length:	4 years
Home campus:	City East, Mawson Lakes
Prerequisites:	None
Assumed knowledge:	None
Accepts Special Entry (STAT):	Yes
External study available:	No
Part-time study available:	Yes
TAFE credit available:	Yes
Honours study available:	Yes
Program fees:	Commonwealth supported
Program fees	
(international students only):	A\$19,500 per annum
Scholarships available:	<a href="http://www.unisa.edu.au/scholarship">www.unisa.edu.au/scholarship</a>

## Program overview

With a focus on health and physical education studies, the Bachelor of Applied Science, Bachelor of Education double degree provides relevant and engaging preparation for those intending to teach health and physical education within a middle and secondary school setting. It aims to produce proactive professionals who are responsible and responsive to the needs of the communities in which they work and who possess a critical awareness of

the broader social, political, historical and economic contexts of education. The program focuses on preparing skilled and committed professionals who are capable of applying knowledge of human physical activity from multiple perspectives within a variety of school and community settings. This program also provides an option for students to develop a second teaching area in science and an opportunity to pursue postgraduate studies.

## What will I study?

The program combines a study of human movement, health and physical education, contemporary education studies and a series of practical teaching experiences. The early part of the program features an interdisciplinary foundation of studies in the bioscience and socio-cultural aspects of human movement. The Health and Physical Education study stream extends in a series of relevant, problem-based courses that are integrated to develop the knowledge and skills required for work in this field. This includes a focus on dance, game theory and practice, fitness and lifestyle, outdoor education, leadership, sport analysis and health education. Students participate in a variety of practical sessions across the program to apply theory to practice; appreciate diverse forms of physical activity; develop skills in movement, observation, analysis, prescription and education; and learn to act as role models for active and healthy living practices.

Students also undertake contemporary courses in education to enhance their development as professional educators. These include studies of the ethical and social contexts of education; the nature of learning and quality teaching; the skills of developing and critically evaluating curricula; programming; and addressing the diverse needs of adolescent learners.

Throughout the program students undertake practical teaching experiences that include a variety of peer teaching presentations and a developmental Lab School teaching program with middle school students. Two major school placement practicums of approximately six weeks and five weeks full-time are scheduled in the final two years of study. Applicants need to ensure they can fulfil these commitments.

## What does it take?

To successfully complete the double degree students need to be motivated and self directed, have a focused, enthusiastic and open-minded approach to their studies and take responsibility for their learning. They need to possess a desire to help others to learn, a commitment to the process of education and a passion for advocating healthy, active lifestyles.

Teachers need to genuinely care for students physically, socially, intellectually, emotionally and spiritually, and have a commitment to facilitating holistic growth and development. They must be confident and competent, well organised, sophisticated communicators, flexible problem-solvers, patient, empathetic, and genuinely interested in educating and working with young people.

**Please note**

Applicants are advised that a successful criminal history screening clearance is required for all students prior to their undertaking any professional experience/practicum placement that involves contact with minors (under 18 years of age). Information on the procedure to be followed for obtaining clearance will be provided with the letter of offer or may be viewed at the School of Education criminal history screening web page.

**Who will employ me?**

Graduates find employment opportunities nationally and internationally in schools and community education settings.

Health and physical educators can also gain employment in a variety of government, private business sector, and community agencies. This can include health and fitness centres, sporting organisations, sports performance laboratories, community health and rehabilitation centres, ecotourism and outdoor education organisations, and recreation or health promotion departments.

**Honours**

Students completing the double degree program are eligible to be considered for entry into honours studies in Human Movement and Health Studies.

**Professional recognition**

This program satisfies the requirements for registration as a teacher in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulations 2005.

**Program requirements****ONE LEARNING AREA:  
Health and Physical Education****FIRST YEAR**


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 Human Anatomy 100
 

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 Foundations of Health
 

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 Skill Acquisition
 

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 Human Physiology 1
 

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 Sociology of Health and
 

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 Physical Activity
 

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 Group Dynamics
 

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 Principles of Teaching
 

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 Elective
 

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**SECOND YEAR**


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 Exercise Physiology 1
 

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 Introduction to Outdoor
 

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 Leadership
 

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 Human Nutrition
 

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 Fitness and Lifestyle Management
 

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 Dance as Education
 

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 and Recreation
 

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 Biomechanics 100
 

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 Approaches to Learning
 

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 Game Theory, Practice
 

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 and Participation
 

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**THIRD YEAR**


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 Reflective Practice 1
 

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 Health and Physical Education 1
 

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 Health Risks and
 

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 Relationship Education
 

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 Re-thinking the Middle Years
 

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 Reflective Practice 2
 

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 Health and Physical Education 2
 

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 Health and Physical Education
 

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 5 - Directed Study
 

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 Inclusive Approaches to Diverse
 

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 Student Needs
 

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**FOURTH YEAR**


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 Health and Physical Education 3
 

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 Reflective Practice 3
 

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 Health and Physical Education 4
 

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 Education, Change and Society
 

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 Lifespan Growth and
 

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 Development
 

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 Contesting Curriculum
 

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 Educators' Work
 

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**TWO LEARNING AREAS:****Health and Physical Education/  
Science Education****FIRST YEAR**


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 Human Anatomy 100
 

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 Foundations of Health
 

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 Skill Acquisition
 

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 Human Physiology 1
 

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 Group Dynamics
 

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 Principles of Teaching
 

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 Elective
 

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**SECOND YEAR**


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 Human Nutrition
 

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 Health Risks and
 

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 Relationship Education
 

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 Fitness and Lifestyle Management
 

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 Exercise Physiology 1
 

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 Biomechanics 100
 

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 Dance as Education
 

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 and Recreation
 

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 Game Theory, Practice
 

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 Approaches to Learning
 

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**THIRD YEAR**


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 Reflective Practice 1
 

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 Re-thinking the Middle Years
 

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 Health and Physical Education 1
 

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 Science Education 1
 

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 Reflective Practice 2
 

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 Inclusive Approaches to
 

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 Diverse Student Needs
 

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 Health and Physical Education 2
 

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 Science and Mathematics
 

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 Education 2
 

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**FOURTH YEAR**


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 Health and Physical Education 3
 

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 Reflective Practice 3
 

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 Health and Physical Education 4
 

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 Educators' Work
 

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 Lifespan Growth and
 

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 Contesting Curriculum
 

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 Education, Change and Society
 

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# Master of Teaching (Middle and Secondary)

A graduate pathway into middle and secondary teaching.

## Open Day 2010

City West campus: Sunday 15 August

[unisa.edu.au/openday](http://unisa.edu.au/openday)

## Program Information Session 2010

Magill campus: Wednesday 3 November

[unisa.edu.au/infosessions](http://unisa.edu.au/infosessions)

## Registrations essential

### Program overview

The Master of Teaching (Middle and Secondary) is for university graduates who wish to become middle and/or secondary level teachers. There is a growing demand for teachers with middle years expertise and predicted high demand for secondary teachers. This program develops graduates with skills in both areas.

Students graduating from Year 12 will not yet be in a position to apply for the Master of Teaching. A three year degree must be completed before applying for the Master of Teaching. Information about the program is included in this brochure to enable students to plan their pathway into middle/secondary teaching.

Applicants for the Master of Teaching (Middle and Secondary) must first complete a degree in the subjects they wish to teach in middle/secondary school. This should be a three-year degree from a recognised higher education institution or equivalent, with studies related to one, or preferably more, of the following areas: **Arts** (dance, drama, music or visual arts); **English**; **Mathematics**; **Health and Physical Education**; **History/ Geography** (with the possibility of additional specialisations from the Society and Environment field such as

Aboriginal studies, accounting, business studies, economics, geography, history, legal studies, social studies, but should include courses in history and/or geography); **Design and Technology** (including agriculture, home economics, information technology, design and technology); **Science**; and **Languages other than English**.

Upon the completion of this first degree application is made for entry to the Master of Teaching. The program is offered at Mawson Lakes campus and is equivalent to two years' full-time study but is also offered in intensive mode over 1.5 years. To study over 1.5 years, applicants are required to attend summer schools and other intensive course components as well as access online materials.

### What will I study?

Courses include studies of the ethical and social contexts of education; the nature of learning and the skills required to establish a learning environment; developing and critically evaluating curricula; delivering educational programs associated with their curriculum areas (learning area courses); as well as the diverse needs of adolescent learners. In addition, an innovative approach to the Professional Experience placements in schools will give students the chance to

develop the knowledge and skills learned in their courses within a professional educational setting. During the program there are placements of two, five and six weeks in schools.

### What does it take?

Teachers must be confident and articulate and possess high levels of literacy and numeracy, as well as sound organisational and communication skills. They must enjoy working with young people within a learning environment.

It is very important that students wishing to become middle or secondary teachers seek advice from the Master of Teaching program director on which degree programs articulate with a middle/secondary teaching qualification. Intending students will need to have their qualifying degree assessed for suitability.

Professional Experience placements require students to be involved with schools for a set time each week and for approximately seven weeks full-time in the first year and six weeks during the second year. Applicants need to ensure they can fulfil these commitments.

### Who will employ me?

UniSA graduates find employment opportunities locally in metropolitan and regional centres, nationally and internationally in schools, educational fields and related areas. Employers include the Department of Education and Children's Services (DECS) in South Australia, Catholic Education, and Independent Schools.

### Professional recognition

Graduates of the Master of

Teaching (Middle and Secondary) will meet the academic requirements for registration as teachers in South Australia. However, applicants should note that there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia, which are outlined in the Teachers Registration and Standards Act 2004 and Teachers Registration and Standards Regulation 2005.

### Please note

Applicants are advised that a successful Criminal History Screening is required by teacher employment authorities in South Australia. A successful CHS is required for all students prior to undertaking any professional experience or compulsory placements which involve contact with minors (under 18 years of age).

### Program Schedule (18 month accelerated program)

#### FIRST YEAR

Reflective Practice 1

Inclusive Approaches to Diverse Student Needs

Rethinking the Middle Years

Reflective Practice 2

Educational Psychology

Learning Area A

Learning Area A

Learning Area B

Learning Area B

Contesting Curriculum

#### SECOND YEAR

Reflective Practice 3

Elective/Professional Option

Educators' Work

Education, Change and Society

Learning Area A



## Entry requirements

### For Undergraduate Bachelor Degrees and Associate Degrees

Applicants are required to have one of the following qualifications:

- » Qualified for SACE; and
  - Recorded achievement in five SACE subjects taken at stage 2 level; and
  - Included at least four Stage 2 subjects which are approved Higher Education Selection Subjects (HESS); and
  - Obtained a competitive TER
- » Completed interstate or overseas qualifications that the University considers equivalent to the SACE
- » Completed the International Baccalaureate Diploma
- » Completed or partly completed a recognised higher education program at a recognised higher education institution
- » Completed at least four Open Universities Australia (OUA) courses at the appropriate level
- » Completed an award from TAFE or from another registered training organisation at AQF Certificate IV or above

- » Qualified for Special Entry and completed the Special Tertiary Admissions Test (STAT). A personal competencies statement and/or employment experience may also be considered
- » Completed the University Foundation Studies program.

Please note that some programs have prerequisites. Applicants should check all entry requirements before applying. For some programs, applicants may also be required to attend an interview or present a folio.

For more information on entry requirements, visit [unisa.edu.au/future](http://unisa.edu.au/future)

### Participation and Access

UniSA offers various programs and services to assist rural and/or socio-economically disadvantaged students, Indigenous Australians and people with a disability. For more information, contact (08) 8302 2376 or 1300 UNINOW or email [study@unisa.edu.au](mailto:study@unisa.edu.au)

### UniSA Advantage

UniSA Advantage is a bonus points scheme that encourages participation in education as well as rewards achievement in selected Year 12 subjects that better prepare students for university study. The scheme includes two strands – **Achievement** and **Aspire**.

**Achievement** bonus points will automatically be awarded if students score 10 or more in Year 12 subjects relevant to their intended UniSA program. Find out more here [www.unisa.edu.au/future/year12/bonuspoints](http://www.unisa.edu.au/future/year12/bonuspoints)

**Aspire** bonus points are awarded automatically to students who attend a school recognised by UniSA as 'under represented' with respect to students going on to higher education. Students from rural and remote areas are also eligible for automatic bonus points while those students on School Card (or state equivalent) and/or Youth Allowance, and do not attend a recognised school, can apply for bonus points by downloading an application form at [www.unisa.edu.au/future/year12/bonuspoints](http://www.unisa.edu.au/future/year12/bonuspoints)

For more information, visit [www.unisa.edu.au/future/year12/bonuspoints](http://www.unisa.edu.au/future/year12/bonuspoints). You can also contact Future Student Enquiries on phone (08) 8302 2376 or 1300 UNINOW (local call cost) or email [study@unisa.edu.au](mailto:study@unisa.edu.au)

### Student contributions

Student contributions are the amount you pay towards the cost of your program. The University determines the amount that you contribute within a range set by the Australian Government. The contribution that applies depends on which courses you choose to study and the contribution band in which those courses are classified. The amount of your student contribution also depends on the unit value of your courses of study (the equivalent full-time student load (EFTSL) value of the course).

As per the Australian Government guidelines, the student contribution amounts for 2010 are:

Band	Fields of study	Student contribution
National priorities	Mathematics, statistics, science	A\$4,249
Band 1	Humanities, behavioural science, social studies, education, foreign languages, visual and performing arts, nursing	A\$5,310
Band 2	Computing, built environment, health, engineering, surveying, agriculture	A\$7,567
Band 3	Law, accounting, commerce, administration, economics, dentistry, medicine, veterinary science	A\$8,859

Note: these amounts are for 1 EFTSL in 2010. The student contribution amounts for 2011 will be advised by the Federal Government in October 2010, and these will be available to view via [unisa.edu.au/future/fees](http://unisa.edu.au/future/fees) at that time.



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### Ask UniSA

Get answers 24/7 at [unisa.edu.au/future](http://unisa.edu.au/future)

Telephone (08) 8302 2376 or 1300 UNINOW

Email [study@unisa.edu.au](mailto:study@unisa.edu.au)

For information specific to international students, please visit [unisa.edu.au/international](http://unisa.edu.au/international)

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Whyalla and Mount Gambier Programs

The University of South Australia reserves the right to alter, amend or delete any program, fee, course, admission requirement, mode of delivery or other arrangement, without prior notice.

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Information correct at time of printing, April 2010.