



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

2012



Why study Education at UniSA?

- » UniSA offers the most extensive range of education programs in South Australia. These teaching qualifications are well recognised nationally;
- » We offer practicum placements in schools and/or early childhood settings across metropolitan and rural areas of South Australia;
- » We have an outstanding teaching staff and excellent learning environment.

Contents

Bachelor of Early Childhood Education	2	Master Degrees	
Bachelor of Education (Junior Primary and Primary)	4	Master of Teaching (Middle and Secondary)	18
Bachelor of Education (Primary and Middle)	6		
Bachelor of Education (Design and Technology Education) (Design and Technology or Home Economics options)	8	Entry requirements	20
Bachelor of Education (Adult, Vocational and Workplace Learning)	10		
Double Degrees			
Bachelor of Science, Bachelor of Education	12		
Bachelor of Arts (Australian Studies), Bachelor of Education (Middle and Secondary)	14		
Bachelor of Arts (Aboriginal Studies), Bachelor of Education (Middle and Secondary)	16		

The recent Excellence in Research Australia (ERA) awards recognised UniSA's **Division of Education, Arts and Social Sciences** with world-class rankings for leading research in the areas of Education Systems, Social Work, Studies in Creative Arts and Writing, Visual Arts and Crafts, Language, Communication and Culture, Cultural Studies, Linguistics and Historical Studies.

Welcome



The University of South Australia is a university of first choice for career-focused achievers. We provide the widest range of degree programs in South Australia and have a reputation for excellence in our four faculty divisions. At the University of South Australia, some of the world's

brightest minds teach and research in the areas of business, education, arts and social sciences, health sciences and information technology, engineering and the environment.

In the 2010 QS World University rankings, the University of South Australia recorded the biggest increase for an Australian university and we are now in the top 3 per cent of more than 10,000 universities in the world.

The quality of our teaching is regularly recognised by awards such as Citations for Outstanding Contributions to Student Learning, and two of our academics have won the nation's highest honour for university teachers, the Prime Minister's Award for University Teacher of the Year.

It's that quality teaching that helps our graduates in their careers; in 2010 almost 80 per cent of the University's domestic bachelor graduates secured full-time employment, which is above the national average.

Besides providing a high-quality teaching environment, the University of South Australia is a research leader. Our research institutes address research questions in a range of priority areas, including community sustainability, population health, defence and security, minerals science and business.

We have recently had proof that we are on the right track. The first Excellence in Research for Australia assessment – an official national evaluation of the quality of research – showed that 70 per cent of our assessed research is of world-class standard and in several areas we have built research that is performing well above world-class levels. The University's research informs our teaching and learning activities.

As a student at the University of South Australia you will have a world of opportunities open to you: you will be able to develop a capacity for critical and independent thinking; learn the value of research; develop the most up-to-the-minute knowledge of your chosen profession and learn the essential skills in communication and teamwork that will help you forge a successful career.

I wish you luck in all your academic endeavours.

Professor Peter Høj

Vice Chancellor and President

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.

Bachelor of Early Childhood Education

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information sessions 2011

Magill campus: Wednesday 7 September
 Magill campus: Tuesday 29 November

For more information and to register, visit unisa.edu.au/infosessions

SATAC code	444051
UniSA program code	MBCE
CRICOS code (international students only)	024203B
ATAR (February 2011 cut-off)	71.20
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	Magill
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\$) 19,000 per annum
Scholarships available	unisa.edu.au/scholarship

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.

Students in this program learn about child development, programming, curriculum, diversity, research, observation, evaluation, assessment, relationships and communication, personal qualities and ethical considerations and employ that knowledge in professional placements.

What will I study?

This program contains the distinct study strands of children developing in context, 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.

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.

Studies of children developing in context enable students to learn about children's emotional, social, cognitive and physical development and apply that knowledge.

Over the four years of the degree, students participate in four supervised placements, including a total of 22 days in child care, 29 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 in a setting of their choice. The final year of the program provides a bridge to the profession and deeper engagement in the field.

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 concerned with 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.

Professional recognition

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Honours

The degree may be awarded with Honours. Students will be selected on academic merit at the end of their third year in accordance with University policy. Other selection criteria apply.

Important information

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.

Graduate entry program

In order to become an early childhood educator, students can either complete this undergraduate program, or complete a degree in any other field and then apply for a Master of Teaching (Early

Childhood) graduate entry program. The graduate entry program is equivalent to two years full time study. The qualification is recognised throughout Australia as appropriate for employment in early childhood services.

For more information about the Master of Teaching (Early Childhood) program, visit unisa.edu.au/eds

Program requirements

FIRST YEAR

First Half

(Study Period 1, 2 or 3)

Changing Concepts of

Children and Childhood

Language and Multiliteracies

Children's Services in

Community Contexts

Free Elective

Second Half

(Study Period 4, 5 or 6)

Professional Experience 1

(Birth to 3 Years)

Children Developing in Context 1

Developing a Play Curriculum

Birth – 8 Years

The Context of

Mathematical Competency

(Assumed knowledge course)

OR Elective

SECOND YEAR

First Half

(Study Period 1, 2 or 3)

Introduction to Literacy and

Numeracy in Early Childhood

Physical Education and

Health Birth – 8 Years

Professional Experience 2

(3 to 5 Years)

Children Developing in Context 2

Second Half

(Study Period 4, 5 or 6)

Social Education Birth – 8 Years

Arts in Early Childhood

Children in Families

and Communities

Background Science for Teaching

(Assumed knowledge course)

OR Elective

THIRD YEAR

First Half

(Study Period 1, 2 or 3)

Children Developing in Context 3

Literacy Birth to 8 Years

The Arts-rich Early

Childhood Curriculum

Indigenous Study Elective

Second Half

(Study Period 4, 5 or 6)

Numeracy Birth to 8 Years

Professional Experience 3

(5 to 8 Years)

Science and Technology

Birth – 8 Years

Research with Young Children

FOURTH YEAR

First Half

(Study Period 1, 2 or 3)

Curriculum, Leadership and

Advocacy in Early Childhood

Ethics, Education and

Critical Inquiry

Early Childhood Elective

Professional Experience 4

(5 to 8 Years)

Second Half

(Study Period 4, 5 or 6)

Literacies Across the Early

Childhood Curriculum

Early Childhood Elective

Children with Special Needs

Early Childhood

Practitioner Research

FOURTH YEAR WITH HONOURS

First Half

(Study Period 1, 2 or 3)

Curriculum, Leadership and

Advocacy in Early Childhood

Education Honours A

Indigenous Study Elective

Second Half

(Study Period 4, 5 or 6)

Literacies Across the Early

Childhood Curriculum

Children with Special Needs

Education Honours B



Tuula Roppola

Graduated – Bachelor of Early Childhood Education (Honours)

'I have enjoyed the mix of child development and curriculum courses and appreciate the passion and dedication of lecturers.

The steady progression of practicums has given me firsthand experience in applying theory to practice in the classroom. The opportunities for self-directed learning have also been valuable in developing my confidence and professionalism. I feel that the Bachelor of Early Childhood program has prepared me to be a knowledgeable advocate for young children and to make a positive difference in their lives.

Once I graduate I hope to contribute to the professionalism of the early childhood field through teaching and pursuing research interests.'

Bachelor of Education (Junior Primary and Primary)

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information sessions 2011

Magill campus: Wednesday 7 September
 Magill campus: Tuesday 29 November

For more information and to register, visit unisa.edu.au/infosessions

SATAC code	444071
UniSA program code	MBED
CRICOS code (international students only)	024205M
ATAR (February 2011 cut-off)	84.00
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	Magill
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\$) 19,000 per annum
Scholarships available	unisa.edu.au/scholarship

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 by 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 an 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.

Professional recognition

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply

for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Honours

The degree may be awarded with Honours. Students will be selected on academic merit at the end of their third year in accordance with University policy. Other selection criteria apply.

Important information

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.

Program requirements**FIRST YEAR****First Half****(Study Period 1, 2 or 3)**

Language and Multiliteracies

Mathematics and Science

for 21st Century Teachers

Design and Technology Education

General Studies 1

Second Half**(Study Period 4, 5 or 6)**Professional Applications
and Reflection 1

Development and Learning 1

Mathematics Education

(Reception to Year 7) 1

General Studies 2

SECOND YEAR**First Half****(Study Period 1, 2 or 3)**Professional Applications
and Reflection 2

Development and Learning 2

English Curriculum in the

Early and Primary Years 1

Information and

Communication Technology

in Learning and Teaching

Second Half**(Study Period 4, 5 or 6)**

English Curriculum in the

Early and Primary Years 2

Society and

Environment Education

Introduction to

Research in Education

General Studies 3

THIRD YEAR**First Half****(Study Period 1, 2 or 3)**

Mathematics Education

(Reception to Year 7) 2

The Arts Curriculum

Ethics, Education and

Critical Inquiry

General Studies 4

Second Half**(Study Period 4, 5 or 6)**Professional Applications
and Reflection 3

Science Education

Managing Learning Environments

FOURTH YEAR**First Half****(Study Period 1, 2 or 3)**Professional Applications
and Reflection 4

Free Elective

Health and Physical Education

Second Half**(Study Period 4, 5 or 6)**

Education, Change and Society

Children with Special Needs

Elective 1

Elective 2

FOURTH YEAR WITH HONOURS**First Half****(Study Period 1, 2 or 3)**

Education Honours A

Free Elective

Health and Physical Education

Second Half**(Study Period 4, 5 or 6)**

Education Honours B

Education, Change and Society

Children with Special Needs



Samantha McCarthy

3rd year Bachelor of Education (Junior Primary and Primary)

'I have enjoyed studying courses with a practical hands-on approach that give me the opportunity to build up my resources and then apply the knowledge in the real world of teaching. These experiences let you use everything you have learnt at university, while great school-based mentor teachers support you.

I have enjoyed working with some great tutors and lecturers and I have made great friends. UniSA's teaching staff are very approachable and willing to offer support and assistance when required.

By studying at UniSA, you learn to think deeply and critically about education and the social, political, and cultural contexts that shape schools. This, along with the practicum experiences have helped me develop my confidence as a pre-service teacher.'

Bachelor of Education (Primary and Middle)

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information sessions 2011

Magill campus: Wednesday 7 September
 Magill campus: Tuesday 29 November

For more information and to register, visit unisa.edu.au/infosessions

SATAC code	434591
UniSA program code	LBPM
CRICOS code (international students only)	052366F
ATAR (February 2011 cut-off)	73.05
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	Mawson Lakes
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\$) 19,000 per annum
Scholarships available	unisa.edu.au/scholarship

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 four courses in two of the following learning areas: humanities and social sciences, including history and geography; English language and literacy; Languages Other Than English (LOTE); mathematical and natural sciences and the environment; health and physical education; and arts, design and technology.

Courses may include studies in drama, multimedia, health and physical education, cultural and environmental studies, 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.

Professional recognition

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Honours

The degree may be awarded with Honours. Students will be selected on academic merit at the end of their third year in accordance with University policy.

Important information

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 primary/middle 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. Other entry criteria may apply.

Program requirements

FIRST YEAR

First Half

(Study Period 1, 2 or 3)

Approaches to Learning

Professional Applications and Reflection 1 (Primary, Middle) (PAR 1)

Language and Multiliteracies

General Study

Second Half

(Study Period 4, 5 or 6)

Arts Education: Introduction for Primary and Middle Years Schooling

Studies in Science and Mathematics Education 1

General Study

General Study

SECOND YEAR

First Half

(Study Period 1, 2 or 3)

Education, Change and Society

Health and Physical Education

Curriculum Study

Society and Environment in Years 3–9

General Study

Second Half

(Study Period 4, 5 or 6)

Professional Applications and Reflection 2 (Primary, Middle) (PAR 2)

Design and Technology

English Language and Literacy

Studies in Science and Mathematics Education 2

THIRD YEAR

First Half

(Study Period 1, 2 or 3)

Middle Schooling for the Middle Years

Professional Applications and Reflection 3 (Primary, Middle) (PAR 3)

English and Mathematics

Second Half

(Study Period 4, 5 or 6)

Contesting Curriculum

Inclusive Education: Students with Special Needs

General Study

General Study

FOURTH YEAR

First Half

(Study Period 1, 2 or 3)

Numeracy: Issues in Mathematics and Science Education

Professional Option

General Study

General Study

Second Half

(Study Period 4, 5 or 6)

Constructions of

Wellbeing and Identity

Professional Applications and Reflection 4 (Primary, Middle) (PAR 4)

Free Elective

FOURTH YEAR WITH HONOURS

First Half

(Study Period 1, 2 or 3)

Professional Option

Education Honours A

General Study

Second Half

(Study Period 4, 5 or 6)

Constructions of

Wellbeing and Identity

Education Honours B

General Study



Lisa Smith

Graduated – Bachelor of Education
(Primary and Middle) with Honours

'After working as a chef for 10 years, this program has allowed me to further develop my expertise in the area of Home Economics while also learning to become a teacher in a primary/middle school setting.

I really enjoy the professional experience placements. The support received from academic staff has been extremely important for my learning and success.

There are many scholarships on offer that can provide financial support, and I was fortunate enough to be awarded the David Pank Northern Areas Scholarship and the National Centre for Student Equity in Higher Education Honours Scholarship.

I was also invited to join the Honours program by achieving consistently high grades and this has provided me with valuable experience and insights into the world of research.'

Bachelor of Education (Design and Technology Education)

Design and Technology or Home Economics Options

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information sessions 2011

Magill campus: Wednesday 7 September
 Magill campus: Tuesday 29 November

For more information and to register, visit unisa.edu.au/infosessions

SATAC code	434581 (Design and Technology) 434701 (Home Economics)
UniSA program code	LBDT
ATAR (February 2011 cut-off)	60.55 Design and Technology 70.20 Home Economics
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	Mawson Lakes
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	unisa.edu.au/scholarship

Program overview

The Bachelor of Education (Design and Technology Education) prepares graduates to become Design and Technology teachers. This program includes options in Design and Technology and Home Economics.

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 UniSAs Mawson Lakes, City East and

Magill campuses, and the Regency and Marleston 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.

Professional recognition

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Honours

The degree may be awarded with Honours. Students will be selected on academic merit at the end of their third year in accordance with University policy.

Important information

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

First Half

An Introduction to Design and Technology

Reflective Practice 1

Language and Multiliteracies

TAFE course 1 *

Food and Society #

Second Half

Approaches to Learning

Free Elective

TAFE course 2 *

TAFE course 3 *

Children in Context 1 #

TAFE course 1 #

SECOND YEAR

First Half

Workplace Knowledge and Safety

Elective 1

TAFE course 4 *

TAFE course 5 *

TAFE course 2 #

TAFE course 3 #

Second Half

Teaching and Learning in Design and Technology Education

Reflective Practice 2

Inclusive Approaches to Diverse Student Needs

TAFE course 6 *

Ideas Generation Methods for Designers #

THIRD YEAR

First Half

Systems Technology: Electronics and Robotics in Education *

Approaches to Child and Community Study #

Reflective Practice 3

Educators' Work

Second Half

Contesting Curriculum

Elective 2

TAFE course 7 *

TAFE course 8 *

TAFE course 4 #

TAFE Course 5 #

FOURTH YEAR

First Half

Rethinking the Middle Years

Education, Change and Society

Elective 3

CADD CAM Principles and Practice *

Children Developing in Context 2 #

OR Education Honours A

Second Half

Elective 4

Elective 5 #

Idea Generation Methods for Designers *

Professional Applications and Reflection 4 (Primary, Middle)

OR Education Honours B

TAFE COURSES

Home Economics

1 Hospitality

(Commercial Cookery 1)

2 Hospitality

(Commercial Cookery 2)

3 Fashion Design 1

4 Hospitality

(Commercial Cookery 3)

5 Fashion Design 2

Design and Technology

1 Materials Technology

(Furniture Construction 1)

2 Materials Technology

(Wood Machining 1)

3 Fitting and Machining

(Sheet Metal)

4 Materials Technology

(Furniture Construction 2)

5 Materials Technology (Welding)

6 Systems Technology

(Electronics 1)

7 Materials Technology

(Machining)

8 Systems Technology

(Electronics 2)

* denotes Design and Technology option

denotes Home Economics option



Joel Phillips

Graduated – Bachelor of Education (Design and Technology) with Honours

'I have not once looked back on my decision to undertake this program – from the 'mateships' I have formed to the practical skills I have obtained, and the employment opportunities that have been opened.

We gain exposure to practical learning in two dimensions. Firstly we undertake professional placements each year, and secondly we complete eight units of study at TAFE SA, learning the practical skills needed in the design and technology classroom, which is unique to our particular program.

Design and Technology is such a powerful learning area and can cater for a diverse range of students, depending on the school and the pathways they would like to follow.

I aim to find employment in Adelaide for a few years, then pursue an exchange to Canada or USA to see, understand and teach Design and Technology in a new context.'

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

Bachelor of Education (Adult, Vocational and Workplace Learning)

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information sessions 2011

Magill campus: Wednesday 7 September
 Magill campus: Tuesday 29 November

For more information and to register, visit unisa.edu.au/infosessions

SATAC code	434601
UniSA program code	LBAV
ATAR (February 2011 cut-off)	n/a*
Program length	4 years
Prerequisites	None
Assumed knowledge	None
Home campus	Mawson Lakes
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	unisa.edu.au/scholarship

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.

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 interested in adult and vocational education and training come from very diverse backgrounds and can include people already working in public and private training organisations. They can include people working in human services and community settings, organisational learning and development, human resource development practitioners and people employed to provide professional development to a wide range of occupations.

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; facilitate learning with adults in diverse settings; lead and manage education and training opportunities in diverse settings and work with a diverse range of organisations and institutions responsible for policy, planning and implementation of adult and vocational education and training.

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, workplace learning, community education and vocational learning in schools.

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 part-time 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 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.

Honours

The degree may be awarded with Honours. Students will be selected on academic merit at the end of their third year in accordance with University policy.

Important information

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.

This program does not meet the qualification requirements necessary to apply for teacher registration in South Australia. Students who intend to seek employment as a teacher outside South Australia should check eligibility for registration or accreditation with the relevant teacher regulatory or registration body.

*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 working with adult learners.

Program requirements

FIRST YEAR

First Half

(Study Period 1, 2 or 3)

Facilitating Learning with Adults
Assessment and Recognition of Learning in Adult, Vocational and Workplace Learning Contexts
Language and Multiliteracies

Content Area Specialist Studies 1

Second Half

(Study Period 4, 5 or 6)

Content Area Specialist Studies 2

Theory and Practice in Adult, Vocational and Workplace Learning Contexts

Aboriginal Studies Elective

Free Elective

SECOND YEAR

First Half

(Study Period 1, 2 or 3)

Chaos, Change and Innovation

Program Development in Adult, Vocational and Workplace Contexts

AVWL Specialist Studies 1

Content Area Specialist Studies 3

Second Half

(Study Period 4, 5 or 6)

Contesting Curriculum

Education, Change and Society

Principles and Practices

of Evaluation

AVWL Specialist Studies 2

THIRD YEAR

First Half

(Study Period 1, 2 or 3)

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

Second Half

(Study Period 4, 5 or 6)

Organisational Cultures and Learning Communities

Work, Self and Society

Learning Cultures:

Whiteness and Education

Critical Perspectives on Flexible and e-Learning Pedagogies

FOURTH YEAR

First Half

(Study Period 1, 2 or 3)

Leadership and Management

in Adult, Vocational and Workplace Learning Contexts

Educators' Work

Workplace Studies 1

Reading and Designing

Research in Adult, Vocational

and Workplace Learning

Second Half

(Study Period 4, 5 or 6)

International Comparative

Studies in Adult, Vocational

and Workplace Learning

Policy Discourses and Practices

Workplace Studies 2

AVWL Specialist Studies 3



Michele Simons

UniSA Associate Professor in Adult and Vocational Education
Graduated – UniSA Bachelor of Social Science (Human Services/Adult and Community Education); PhD

'The diversity of this field fascinates me. One day I can be working with learners in a community setting, the next day I can be working with learners in a vocational education and training college or training provider.

I also studied at UniSA and, without my study, I would not have had the fantastic career that I have had. It has included working in a wide range of jobs and it has given me opportunities to travel and work overseas and to take up significant leadership roles, which I have enjoyed very much.

The Adult and Vocational Education programs at UniSA are designed in a way which allows graduates to take up a wide range of employment roles. The programs give you an excellent foundation for lifelong learning.'

Bachelor of Science, Bachelor of Education

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

May Information Sessions 2011

Mawson Lakes campus: Wednesday 25 May from 6pm

For more information and to register visit, unisa.edu.au/mayinfosessions

Festival of Innovation

Mawson Lakes campus: Sunday 25 September
 from 10am – 4pm

For more information and to register, visit unisa.edu.au/innovation

SATAC code	434611
UniSA program code	LBES
CRICOS code (international students only)	048562C
ATAR (February 2011 cut-off)	62.35
Program length	4 years
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
Home campus	Mawson Lakes
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\$) 19,000 per annum
Scholarships available	unisa.edu.au/scholarship

Program overview

The Bachelor of Science, Bachelor of Education double degree prepares graduates to become secondary school science and/or 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 high level 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, Environmental 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

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Honours

Separate one year Honours programs are available in the Division of Health Sciences or the Division of Information Technology, Engineering and the Environment.

Important information

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

First Half

(Study Period 1, 2 or 3)

Science major 1

Science minor 1

Science elective 1

Approaches to Learning

Second Half

(Study Period 4, 5 or 6)

Statistics for Laboratory

Sciences 101

OR one of the following three courses subject to the approval of the Program Director:

Statistics for Business

Statistics and Research Methods

Applied Research and Evaluation.

Science major 2

Science minor 2

Free Elective

SECOND YEAR

First Half

(Study Period 1, 2 or 3)

Science major 3

Science major 4

Science minor 3

Science Education 1

(Curriculum course 1)

Second Half

(Study Period 4, 5 or 6)

Science major 5

Science major 6

Science minor 4

Science elective 2

THIRD YEAR

First Half

(Study Period 1, 2 or 3)

Science major 7

Rethinking the Middle Years

Reflective Practice 1

Curriculum course 2

Second Half

(Study Period 4, 5 or 6)

Reflective Practice 2

Inclusive Approaches to

Diverse Student Needs

Science and Mathematics

Education 2 (Curriculum course 3)

FOURTH YEAR

First Half

(Study Period 1, 2 or 3)

Study Period 1 – Summer

Education, Change and Society

Study Period 2

Reflective Practice 3

Curriculum course 4

Educators' Work

Second Half

(Study Period 4, 5 or 6)

Science major 8

Science elective 3

Science elective 4

Contesting Curriculum



Iain Dickson

2nd year Bachelor of Science, Bachelor of Education

'I've always been interested in scientific fields and when I saw UniSA had a program combining teaching and science, I jumped at the chance to get involved.

I enjoy the freedom to choose subjects within the science areas. As with any science program at UniSA, a large proportion of assessment is dedicated to practical experience and learning.

After graduation I aim to either enter the teaching profession as a Computer Science or Physics teacher, or to join the workforce within the IT sector. Science is definitely an area with a lot of job potential for the future, and can be a worthy investment for any student.'

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

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

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information Sessions 2011

Magill campus: Wednesday 7 September
 City West campus: Monday 28 November (Australian Studies)
 Magill campus: Tuesday 29 November (Education)

For more information and to register,
 visit unisa.edu.au/infosessions

SATAC code	424501
UniSA program code	DBSM
ATAR (February 2011 cut-off)	60.05
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	No
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 arrange 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 fulltime professional experience placements in schools
- » undertake studies in a sub-major which should be a second teaching area, eg English, Mathematics, Science, History etc.

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?

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

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Important information

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.

Program requirements

FIRST YEAR

First Half

(Study Period 1, 2 or 3)

Communications Concepts:

Research and Application

Australian Society and Cultures

Computers and

Information Management

Sub-major 1

Second Half

(Study Period 4, 5 or 6)

Australian Politics and Power

Free Elective

Aboriginal Studies elective

Sub-major 2

SECOND YEAR

First Half

(Study Period 1, 2 or 3)

Australian History

Rethinking the Middle Years

Language and Multiliteracies

Sub-major 3

Second Half

(Study Period 4, 5 or 6)

Rights and Racism

International Studies elective

Approaches to Learning

Sub-major 4

THIRD YEAR

First Half

(Study Period 1, 2 or 3)

Studies of Society and
Environment 1

Teaching the Second

Learning Area 1

Reflective Practice 1

Sub-major 5

Second Half

(Study Period 4, 5 or 6)

Teaching the Second

Learning Area 2

Reflective Practice 2

Studies of Society and

Environment 2

Inclusive Approaches to

Diverse Student Needs

FOURTH YEAR

First Half

(Study Period 1, 2 or 3)

Reflective Practice 3

Studies of Society

and Environment 3

Identity and Representation

Second Half

(Study Period 4, 5 or 6)

Education, Change and Society

Australian Film and Literature

Contesting Curriculum

Sub-major 6



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

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information Sessions 2011

Magill campus: Wednesday 7 September
 City West campus: Monday 28 November (Aboriginal Studies)
 Magill campus: Tuesday 29 November (Education)

For more information and to register,
 visit unisa.edu.au/infosessions

SATAC code	424491
UniSA program code	DBGM
ATAR (February 2011 cut-off)	62.20
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	No
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 fulltime professional experience placements in schools
- » undertake studies in a sub major which should be a second teaching area, eg English, Mathematics, Science, History etc.

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?

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

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Important information

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.

Program requirements

FIRST YEAR

First Half

(Study Period 1, 2 or 3)

Communications Concepts:

Research and Application

Australian Society and Cultures

Aboriginal Cultures

Sub-major 1

Second Half

(Study Period 4, 5 or 6)

Sub-major 2

Aboriginal People,

History and Colonialism

Free Elective

Sub-major 3

SECOND YEAR

First Half

(Study Period 1, 2 or 3)

Computers and

Information Management

Contemporary Aboriginal Issues

Language and Multiliteracies

Australian Society, Aboriginal Voices

Second Half

(Study Period 4, 5 or 6)

Rights and Racism

Approaches to Learning

Sub-major 4

Sub-major 5

THIRD YEAR

First Half

(Study Period 1, 2 or 3)

Studies of Society

and Environment 1

Rethinking the Middle Years

Teaching the Second

Learning Area 1

Reflective Practice 1

Second Half

(Study Period 4, 5 or 6)

Teaching the Second

Learning Area 2

Reflective Practice 2

Studies of Society

and Environment 2

Inclusive Approaches to

Diverse Student Needs

FOURTH YEAR

First Half

(Study Period 1, 2 or 3)

Reflective Practice 3

Studies of Society

and Environment 3

Education, Change and Society

Second Half

(Study Period 4, 5 or 6)

Aboriginal Studies elective

Indigenous Australians

and the Human Services

Contesting Curriculum

Sub-major 6



Elise Preston

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

‘This double degree gave me the ability to choose more defined specialities within my teaching. I would highly recommend studying this program as it allows you to study in areas such as Indigenous art, Indigenous health, legislation and policy, Indigenous education and languages alongside mainstream education, curriculum development and teaching approaches.

The professional experience practicum placements within my teaching degree have been most enjoyable and beneficial for my future career. These experiences allowed me to expand my professional network and have opened up many opportunities by enhancing my skills and giving me further direction.’

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

Master of Teaching (Middle and Secondary)

A graduate pathway into middle and secondary teaching

Open Day 2011

City West campus: Sunday 21 August
unisa.edu.au/openday

Program Information sessions 2011

Magill campus: Wednesday 2 November
 Magill campus: Tuesday 29 November

For more information and to register, visit unisa.edu.au/infosessions

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 studying 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, legal studies, social studies, but must include courses in history and/or geography); **Design and Technology** (including home economics and information 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' fulltime 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 on a regular basis 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

Successful completion of this program provides a recognised academic qualification which will enable graduates to apply for teacher registration in South Australia, interstate and some overseas countries. Applicants should note there are other criteria determining eligibility for registration by the Teachers Registration Board of South Australia and other registration and regulatory authorities. Applicants are advised to check registration requirements as they are subject to change.

Important information

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.

For more information about the Master of Teaching (Middle and Secondary) program, visit unisa.edu.au/eds



Entry requirements

For Undergraduate Bachelor Degrees and Associate Degrees

Applicants are required to have:

- » Completed SACE;
- » Completed at least 80 credits of SACE at Stage 2 of which 60 must be Tertiary Admission subjects (TAS) and the other 20 either TAS, Recognised Studies or a mix of the two;
- » Completed any prerequisites for your chosen program;
- » Obtained a competitive ATAR;
- » 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

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

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 a C or better in Year 12 Tertiary Admission Subjects (TAS) relevant to their intended UniSA program. Find out more here 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 unisa.edu.au/future/year12/bonuspoints

For more information, visit unisa.edu.au/future/year12/bonuspoints. You can also contact Future Student Enquiries by phone (08) 8302 2376 or 1300 UNINOW (local call cost) or email 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 2011 are:

Band	Fields of study	Student contribution
National priorities	Mathematics, statistics, science	\$0 – \$4,355
Band 1	Humanities, behavioural science (including clinical psychology), social studies, foreign languages, visual and performing arts, education, nursing	\$0 – \$5,442
Band 2	Computing, built environment, health (allied health and other health), engineering, surveying, agriculture	\$0 – \$7,756
Band 3	Law, dentistry, medicine, veterinary science, accounting, administration, economics, commerce	\$0 – \$9,080

Note: These amounts are for 1 EFTSL in 2011. The student contribution amounts for 2012 will be advised by the Federal Government in October 2011, and these will be available to view via unisa.edu.au/future/fees at that time.



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