Bachelor of Education (Primary) - Graduate Course (ED56)

Year offered: 2011
Admissions: No
CRICOS code: 031572G
Course duration (full-time): 2 years; 1.5 years Summer Program Option
Course duration (part-time): 4 years; 3 years Summer Program Option
Course duration (external): 2 years full-time or 4 years part-time; 1.5 years full-time or 3 years part-time Summer Program Option
Domestic Fees (indicative): 2011: CSP $2,721 per semester (indicative)
Domestic Entry: 1
QTAC code: (internal) and 424205 (external)
Total credit points: 192
Campus: Kelvin Grove

NOTE: NO FURTHER INTAKE
The Graduate Diploma in Education (ED38) replaced the Bachelor of Education Graduate (Primary) (ED56) in 2006. THERE IS NO FURTHER INTAKE INTO THIS COURSE.

Career Outcomes
Students are prepared to teach in primary schools. Graduates are eligible for registration as teachers in Queensland through the Board of Teacher Registration.

Blue Card
You must hold a valid Blue Card that is registered with QUT to undertake activities in any units which involve contact with children. Students must have a 'Blue Card' prior to commencing professional studies / field studies blocks or may be withdrawn from the relevant unit and incur both academic and financial penalties. Application information is available on the Student Services website

Designated Units
Students who do not successfully complete the requirements of practicum units will have their progress in the course reviewed. Please refer to the unit outlines for more information and/or the Student Services website

Limits on grades of 3
A new policy concerning grades of 3 came into effect from 1 January 2009 (QUT MOPP C/5.2). With effect from this date grades of 3 are no longer considered a conceded or low pass but are classified as a fail grade. Any grades of 3 awarded prior to 1 January 2009 retain the conceded pass status and will be counted for graduation purposes up to the maximum number of grades of 3 permitted for your course. Grades of 3 incurred in units that commence after 1 January 2009 will not count towards your degree. Further information is available on the Student Services website

Course Structure - Students must call 07 3138 3408 or email sa.education@qut.edu.au before enrolling

Semester 1 (Full-Time Course Structure)
EDB001  Teaching and Learning Studies 1: Teaching in New Times
MDB450  Primary Mathematics Curriculum
EDB430  Primary Professional Practice 1: Classroom Management
CLB376  Studies Of Society And Environment Curriculum

Semester 2 (Full-Time Course Structure)
SPB001  Human Development and Education
CLB454  Language And Literacy Curriculum
MDB004  Teaching Primary ICT
EDB431  Primary Professional Practice 2: Curriculum Decision Making

Semester 3 (Full-Time Course Structure)
SPB002  Psychology of Learning and Teaching
EDB432  Primary Professional Practice 3: Inclusive Curriculum
HMB307  Health and Physical Education Curriculum (Primary)
CLB413  Programming And Assessment In Language And Mathematics

Semester 4 (Full-Time Course Structure)
CLB306  Understanding Educational Practices
MDB384  Science Education
EDB433  Primary Professional Practice 4: Beginning Teaching
External Students:
KKB914  Visual and Performing Arts Curriculum 1
Internal Students:
KKB201  Primary Curriculum & Pedagogies: Music, Visual Arts & Media
OR
KKB202  Primary Curriculum & Pedagogies: Dance & Drama

Potential Careers:
Educator, Primary School Teacher, Teacher.
UNIT SYNOPSES

CLB306 UNDERSTANDING EDUCATIONAL PRACTICES
This unit considers educational practice: the social, cultural, historical and political contexts of schooling; technologies, practices and strategies employed by schools; the curriculum as a contested site; the place of schooling in the modern state. Critical reflection by students is encouraged, allowing them to engage with others as co-theorists in pedagogical work.

Contact hours: 3 per week  Campus: Kelvin Grove and External  Incompatible with: CPB420

CLB376 STUDIES OF SOCIETY AND ENVIRONMENT CURRICULUM
This unit provides an opportunity for students to investigate the philosophical and pedagogical characteristics of this teaching area. Ways of translating syllabus requirements into worthwhile curriculum units, and teaching sequences, are considered. The unit will enable students to gain an understanding of significant societal and environmental problems.

Contact hours: 3 per week  Campus: Kelvin Grove and External

CLB413 PROGRAMMING AND ASSESSMENT IN LANGUAGE AND MATHEMATICS
The unit has two main components: a lecture sequence which provides generic information on State and National initiatives and practices in assessment and intervention in both language and mathematics; and, two practical strands in which students will plan for unit development, assessment and intervention in both language and mathematics.

Prerequisite(s): Language and Mathematics Curriculum Sequences  Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and External  Teaching period: 2006 SEM-1

CLB454 LANGUAGE AND LITERACY CURRICULUM
Following an introduction that points out how particular language and literacy theories underpin curriculum in Years 1-7 classrooms, the unit is constructed in three modules. The first explores planning for teaching reading, spelling and writing. The second module engages with a genre approach to reading and writing. The third module concerns planning for a critical approach to literacy education.

Contact hours: 3 per week

EDB001 TEACHING AND LEARNING STUDIES 1: TEACHING IN NEW TIMES
Teaching today is being practised in a changing world. New forms of culture and society have emerged in recent decades alongside new and more globalised diagrams of economy, power and government. Schooling and education in all domains are being affected by these shifts and transformations. Educational sites, for instance, are becoming more differentiated and enterprising; learners themselves increasingly more diverse, active and autonomous. Teaching in New Times challenges students, in the early stages of their course, to develop an insightful and research-based conceptual framework, drawn from social theory and cultural studies, so that they may respond to these transformations in an informed, ethical and professional manner.

Credit points: 12  Campus: Kelvin Grove and Caboolture  Teaching period: 2011 SEM-1 and 2011 SEM-2

EDB430 PRIMARY PROFESSIONAL PRACTICE 1: CLASSROOM MANAGEMENT
Designated Unit
This unit provides an introduction to professional practice in education and gives a foundation for further development in the areas of specialisation and/or specific subject curriculum areas. The role of the teacher is examined with reference to the teacher as communicator, planner, manager and facilitator of learning. This unit provides an opportunity for approaches, strategies and skills associated with the teachers role to be introduced and applied with classroom management. The unit includes ten single days in a primary school.

Contact hours: 2 per week, 10 days school placement  Campus: External

EDB431 PRIMARY PROFESSIONAL PRACTICE 2: CURRICULUM DECISION MAKING
Designated Unit
This unit includes an examination of aspects of curriculum decision making to acquire the knowledge, skills and processes necessary for short-term and long-range planning. Curriculum development, curriculum implementation and curriculum evaluation are investigated to refine daily, weekly and term programs. Particular attention is given to co-operative teaching of an integrated unit of work. It includes twenty days of practice teaching in a primary school.

Prerequisite(s): EDB430  Credit points: 12  Contact hours: 2 per week, 20 days school placement  Campus: External

EDB432 PRIMARY PROFESSIONAL PRACTICE 3: INCLUSIVE CURRICULUM
Designated Unit
This unit addresses the social, political and material relations that exist in differing classroom curriculum practices, examining both the constraining and enabling factors that impact on and generate possibilities within the conceptualising of the inclusive curriculum. This is done with
the support of practising teachers, and critical self-analysis of classroom practices and possibilities. Includes twenty days of practice teaching in a primary school.

Prerequisite(s): EDB431
Corequisite(s): Nil
Credit points: 12
Contact hours: 2 per week, 20 days school placement
Campus: Kelvin Grove and External
Teaching period: 2006 SEM-1 and 2006 SEM-2

EDB433 PRIMARY PROFESSIONAL PRACTICE 4: BEGINNING TEACHING

Designated Unit

In this unit, students synthesise the range of skills, attitudes and knowledge sources that they have experienced to ensure an effective transition into professional practice as beginning teachers, taking responsibility for the shaping of educational practice from their own perspective and those of the learners. Emphasis is on planning and implementation of the total program. It includes thirty days of practice teaching in a primary school.

Prerequisites: EDB432
Credit points: 12
Contact hours: 30 days school placement
Campus: External
Teaching period: 2011 SEM-1 and 2011 SEM-2

HMB307 HEALTH AND PHYSICAL EDUCATION CURRICULUM (PRIMARY)

The unit provides teachers for the years 1-10 Health and Physical Key Learning Area, with appropriate learning experiences based on current philosophy and knowledge focused to assist children in meeting developmental needs. Health and Physical Education (HPE) can add significantly to this development by providing physical, emotional, social and intellectual support. It is necessary for Primary teachers to understand the syllabus and the implications it contains to enable them to develop modern units and lesson plans.

Contact hours: 4 per week
Campus: Kelvin Grove

KKB914 VISUAL AND PERFORMING ARTS CURRICULUM 1

The practical, intellectual, conceptual and aesthetic functions of the arts make them unique and essential modes of learning that contribute to a broad, balanced and relevant curriculum which addresses individual aptitudes and abilities. This subject, which focuses specifically on Drama and Visual Arts, introduces you to the arts as a circle of disciplines that share similar processes and fulfil related roles in the curriculum.

Campus: External

MDB004 TEACHING PRIMARY ICT

Information and Communication Technologies (ICT) play a significant role in contemporary society and therefore technological literacy is increasingly being seen as an essential part of education. This form of literacy involves the ability to create, use, manage and understand ICT in a range of contexts. In addition, new networked technologies have brought about the potential for expanding learning opportunities. These necessitate the re-examination of effective learning and teaching principles, the role of the learner, the role of the teacher, creating worthwhile partnerships and the use of ICT within the learning situation.

Credit points: 12
Contact hours: 3 per week
Campus: Kelvin Grove and Caboolture
Teaching period: 2011 SEM-1

MDB384 SCIENCE EDUCATION

Science curriculum development and implementation examines the growth of children's understandings of key concepts in science. The development of their scientific thinking and manipulative skills are investigated in conjunction with this. Extended sequences of learning experiences, or programs, are planned and implemented.

Prerequisite(s): MDB387
Corequisite(s): Nil
Contact hours: 3 per week
Campus: Kelvin Grove and External

Incompatible with: MDB006

MDB450 PRIMARY MATHEMATICS CURRICULUM

In the future, students will need to have an understanding of number, space, measurement, chance and data, pre-algebra, global problem solving and problem-posing skills that allow them to deal successfully with complex systems.

This unit, in addition to addressing number, numeration, and number sense related to whole numbers, decimals and common fractions, also will address measurement, mathematical reasoning, problem solving and problem posing, spatial reasoning, and the ideas of chance. Theories of learning and teaching will be incorporated within a study of these topics.

Contact hours: 4 per week

SPB001 HUMAN DEVELOPMENT AND EDUCATION

This unit looks at: life span development for students interested in early childhood, primary or secondary; theoretical perspectives on human development; cognitive, language, moral and social-emotional development; understanding differences in learners; the impact of ethnicity and culture on human development; exceptional development; the concept of inclusive education.

Contact hours: 3 per week
Campus: External

SPB002 PSYCHOLOGY OF LEARNING AND TEACHING

This unit includes: theories of learning; metacognition; motivation; problem-solving; thinking and creativity; intelligence and thinking styles; psychological dimensions of assessment; creating optimum environments for learning; teaching and learning implications of ethnicity and culture; teaching to difference in a context of inclusive education.

Prerequisite(s): Nil
Corequisite(s): Nil
Credit points: 12
Contact hours: 3 per week
Campus: Kelvin Grove
and External Teaching period: 2006 SEM-1 and 2006 SEM-2