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HANDBOOK 2012

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Faculty of Education

**Teacher Education
Handbook**

2012

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Please note: details in the Handbook are correct at time of printing but may be subject to variation through the year.

MESSAGE FROM THE DEAN

Welcome to the Faculty of Education.

Congratulations on your decision to study at the University of Wollongong - you have made a wise and life-changing decision.

An education qualification from the Faculty of Education at UOW is highly valued for a number of reasons. The nature of our programs, the international teaching opportunities, the reputation of our staff, cutting-edge teaching practices, the latest educational technology and a graduate employment rate well beyond other similar institutions – these are the factors that contribute to the high quality of the qualifications you will obtain with us.

In fact:

98% of all Education students would recommend UOW*,
94% of all Education students feel they are treated with respect* AND
92% of all Education students agree that their course helped them acquire work-related skills**

**Source : UOW Student Experience Survey 2010*

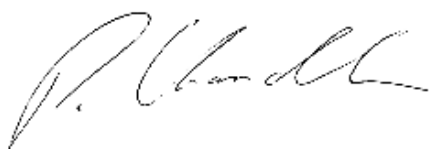
As an internationally recognised Faculty, our students come to us from many regions, countries and from varied walks of life. Whatever your background or program of study, we are committed to teaching and scholarly excellence. We aim to ensure your highest satisfaction by extending your horizons and fulfilling your educational mission. We consider ourselves to be a well-connected centre of both academic and professional excellence.

Successful completion of your study with us will equip you to develop a rewarding and productive career in the field of education, enabling you to work within a variety of educational environments throughout the world.

This booklet contains information about the Faculty itself as well as providing details of the facilities, resources and procedures across the University that will support you in your studies. This handbook will help you to understand how the faculty operates and what your responsibilities are as a student.

I am confident that the opportunities we are able to offer you will ensure that you enjoy your time with us.

I wish you all the best for your studies with the Faculty of Education.



Professor Paul Chandler
Dean, Faculty of Education



2 FACULTY STRUCTURE AND RESOURCES

The Faculty of Education offers programs at undergraduate and postgraduate levels in teacher training and specialist areas of education. The main focus of the undergraduate programs is teacher training, although a major sequence of subjects is also available to students from other faculties, such as Arts, who are interested in issues related to teaching and learning. The postgraduate program primarily focuses on the broader aspects of education, research and training, although Graduate Diploma programs offer teacher-training credentials at the postgraduate level. More information about both the undergraduate and postgraduate programs of the Faculty is available from the Faculty of Education website at <http://www.uow.edu.au/educ/index.html>

2.1 Academic Staff

The senior executive of the Faculty consists of the Dean, the Senior Associate Dean, the Sub Dean and three Associate Deans. These people have overall responsibility for the many different areas of the Faculty's operations. They are assisted by Directors and Coordinators, each of whom has particular responsibilities within the teaching programs. Students are encouraged to consult with Directors of their programs if they have questions regarding subject choice or if they encounter any problems related to the progress of their degrees during the course of their study. First Year Coordinators for each undergraduate program also provide support for beginning students. All enquiries will be dealt with confidentially, in accordance with the University's Privacy policy which can be inspected on the University's website at <http://www.uow.edu.au/about/privacy/index.html>

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2.2 Program Directors and Coordinators

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Research Director IERE Associate Professor Tony Okely	<i>Room</i>	22.106
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2.3 Student Support Advisers (SSAs)

Wollongong Campus:

Kerry Banks	<i>Room</i>	23.G20
	<i>Phone</i>	(02) 4221 4529
	<i>Email</i>	kerryb@uow.edu.au

Shoalhaven Campus:

A Student Support Adviser will be based at the Shoalhaven Campus 3 days per week from 2012. Please ask at the front desk of the Ray Cleary Building for further details or check the SSA contact page at:

<http://www.uow.edu.au/student/services/SSA/contact/index.html>

The Student Support Advisor for the Faculty of Education is Kerry Banks. Her office is opposite the Professional Experience (PEX) Unit on the ground floor of building 23. You are free to stop in and see her at any time. You can also email or give her a call.

Kerry can help you if you need:

- A place to discuss things that are getting in the way of your studies.
- A starting point when you don't know who you should talk to or what you should do, about an academic or personal problem.
- Assistance and Support for International Students with issues such as visas, accommodation, fees, loneliness, English language conversation classes.
- Support for students with a disability, illness (physical or psychological) or injury.
- Information about and referral to study and personal support services on campus and in the community.
- Information about scholarships and how to apply.
- As an emergency point of contact for students at risk.

Kerry works for Student Services. Student Services also provide free counselling, disability support, Peer Assisted Student Study Sessions, careers services and The Learning Resource Centre.

2.4 Administrative and Technical Staff

Students and academic staff are well supported by the Faculty of Education administrative staff. The Students Services Centre (SSC) is located on the ground floor of Building 23 at the western end. The SSC is where students can have questions answered concerning timetables, course enquiries, enrolment, tutorial enrolment, etc. The Enquiry Counter is administered by SSC staff members and is open between 8.30am - 5.00pm. When necessary, students will be directed to the appropriate academic staff member for support.

All post-graduate enquiries should be directed to the Research and Graduate Unit located in Building 23 Room G21, Phone 4221 4387.

Contact details-Student Service Centre

Student Service Centre General Enquiries	<i>Room</i>	23.G21
	<i>Phone</i>	(02) 4221 3981
	<i>Fax</i>	(02) 4221 3892
	<i>Email</i>	sscgen@uow.edu.au
Graduate Diploma in Education	<i>Email</i>	gde-enquiries@uow.edu.au
Professional Experience (PEX) Unit	<i>Room</i>	23.G17
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	<i>Fax</i>	(02) 42213891
	<i>Email</i>	PEX_enquiries@uow.edu.au
(By appointment only) Physical and Health Education Equipment Support - Garry Morgan	<i>Room</i>	URAC
	<i>Phone</i>	(02) 4221 3988
	<i>Email</i>	garry_morgan@uow.edu.au

2.5 Curriculum Resources Centre

The Curriculum Resources Centre (CRC) provides teaching resource materials for the students of the Faculty of Education. The collection includes materials for Early Childhood settings through to Year 12 Higher School Certificate covering most subjects, Primary and Secondary school syllabi and support material, various formats of material including books, posters, kits, maps, audio and video cassettes, computer software, games and toys.

The CRC is located on the first floor of Building 22, Wollongong campus. The CRC collection is integrated into the University Library Catalogue. (The Catalogue record location field will indicate if the item is in the CRC (e.g. CRC Lending, CRC Junior Fiction, CRC Short Loans)). The resources are available for use by enrolled students and staff of the University of Wollongong. Local community members may use the CRC, and some may be eligible to borrow. Items borrowed from the CRC should be returned to the CRC, not to the University Library. A returns chute is located outside the main entrance of the CRC, and an 'out of hours' returns chute is located outside the northwestern entrance. Contact telephone number for the CRC is (02) 4221 3979.

For opening hours and further information, refer to:
<http://www.library.uow.edu.au/uowlibraries/uow026239.html>

3 COURSE REQUIREMENTS AND STRUCTURES

3.1 Course Requirements for Bachelor Degrees

To qualify for the award of an undergraduate degree in the Faculty of Education a student must satisfactorily complete the subjects and requirements outlined in the relevant course structure. Please refer to the Progression Grids in the Appendix in order to determine what is required within the degree you are undertaking. Candidates must accrue an aggregate of a minimum of 192 credit points by satisfactorily completing all subjects listed in the prescribed schedule or grid (see Appendix for course structures).

3.2 Dean's Scholar Program

Dean's Scholars must fulfill the course requirements relevant to the specific course in which they are enrolled. The Dean's Scholar degrees provide an enriched educational experience for high achieving students who are interested in pursuing a career in the field of education.

Students enrolled in the Dean's Scholar degrees will fulfill the same requirements for their respective courses but will be allocated an academic mentor and engage in enriched assessment tasks in specified subjects.

Students in the Dean's Scholar Program may apply for entry into Honours in fourth year or they may elect to enrol in the standard fourth year of their respective program.

Dean's Scholar Degrees Available:

- Bachelor of Primary Education (Dean's Scholar)
- Bachelor of Physical and Health Education (Dean's Scholar)
- Bachelor of Education - The Early Years (Dean's Scholar)
- Bachelor of Mathematics Education (Dean's Scholar)
- Bachelor of Science Education (Dean's Scholar)

Entry Requirements:

Entry will be competitive and will be by application and interview. A minimum ATAR of 90 is required for admission. In addition to applying through UAC, candidates must submit a completed Dean's Scholar application and attend an interview in December.

Current Education students can apply for a course transfer to the Dean's Scholar program at the completion of their first full year of study if they have completed 48 credit points of study at 100 level and have achieved a Weighted Average Mark of 85%.

Minimum Progress: Deans Scholars are required to maintain a Weighted Average Mark of at least 80 to continue in the program.

3.3 Graduate Diploma in Education

The Graduate Diploma in Education (Grad Dip Ed or GDE) is a professional course in teacher training for postgraduate students who wish to earn a recognised teaching qualification in either Primary or Secondary education.

The program is offered at the Wollongong campus as well as Shoalhaven, Bega and Batemans Bay. For those in the full-time program, the GDE (Primary) is an intensive one-year course, extending from mid-January until late November. The

GDE (Secondary) course extends from early February until late November. This is considerably longer than the usual February to October academic year as students in the full-time GDE need to complete all of their course work as well as eleven weeks of professional experience in one year. At Shoalhaven, Bega and Batemans Bay there is the opportunity to study the GDE part time over 18 months or two years.

After successful completion of the GDE in their chosen method, students will be recognised as qualified to teach in either primary or secondary schools in NSW, other states in Australia as well as internationally. Their status is equivalent to beginning teachers in the undergraduate courses offered by the Faculty of Education (four year trained status).

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Bateman's Bay Campus Coordinator GDE Dr Rae Luckie	<i>Phone</i>	(02) 4472 6619
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Bega Campus Coordinator GDE Dr Sue Duchesne	<i>Phone</i>	(02) 6494 7958
	<i>Email</i>	sued@uow.edu.au

3.4 Credit Point System

Credit points are a basic measure of workload. All subjects are allocated a credit point value. A normal full-time annual workload is 48 credit points. The academic year is divided into two main sessions, Autumn and Spring, where full-time students enrol in 24 credit points each session and part-time students enrol in 12 credit points each session. In general, each credit point equates with 2 hours of study per week, so each 6 credit point subject requires a total of 12 hours of study per week, including lectures and tutorials.

All subjects are allocated an identification code: the lettering refers to the course content and the first number indicates the level of the subject eg. EDFE 101 is an Education subject in the Foundations strand and it is offered in Autumn Session (first session) in the first year of study.

3.5 Credit Transfer

Students who have completed studies at pass grade or better in other faculties at UOW or at another tertiary institution may request credit transfer for these studies. Specified credit may be given for subjects that are equivalent to those offered by the University of Wollongong. Unspecified credit may be given for other subjects, relevant to the respective degree for which credit transfer is sought.

3.6 Honours

The Faculty of Education provides its high achieving academic students with the opportunity to receive quality research training through its Honours program. Honours is offered for each of the three undergraduate programs: Bachelor of Education - The Early Years, Bachelor of Primary Education and Bachelor of Physical and Health Education. It is embedded into the fourth year of the degree. (The Honours program for the Bachelor of Physical and Health Education is embedded into the Spring semester of the third year and the complete fourth year of the degree.)

Students enrolled in the Honours program undertake a research project with the support of two supervisors. For Early Years and Primary Education students, the Honours project is worth 24 credit points. For Physical and Health Education students, the Honours project is worth 18 credit points.

Students who wish to be considered for the Early Years and Primary Education Honours program need to submit a research proposal in the first week of December. Students who wish to be considered for the Physical and Health Education Honours program need to submit a research proposal in the last week of May. The Faculty Research Committee assesses these proposals and students are notified of the outcome approximately two weeks later.

Students must have achieved a high level of academic performance (Weighted Average Mark -WAM of 75+) to be candidates for Honours.

The Honours Coordinator provides information sessions to explain the Honours year, the enrolment processes, submitting a research proposal, selecting a supervisor, as well as information about possible research projects.

In Spring session of their third year Early Years and Primary Education students interested in applying for Honours may enrol in a Project Subject (negotiated with Honours Coordinator and Course Director) in place of a Discipline Elective. The purpose of this experience is for students to engage with researchers within the Faculty and associated Research Strengths. Interested students could work either on a topic of their choice or within an existing research project and work on a 'slice' of the project under the guidance of an academic supervisor. The project will run for one session (13 weeks) and the student will be an active member of the research team as they review literature, contribute to data collection, assist with any data analysis and attend any Research Strength meetings. It is anticipated that this relationship would lead into an Honours project for the following year.

The grade of Honours is determined by a student's WAM. Please refer to the University of Wollongong Calendar of Governance, Rules & Policies for more information on how grades of Honours are determined for particular degrees and the grade for each class of Honours.

Students accepted into the Honours program are required to submit an application to the University of Wollongong's Human Research Ethics Committee for approval to undertake research involving human subjects. This application must be approved before candidates can collect any data. Students who wish to conduct research in Department of Education and Communities (DEC) schools will also need to seek approval from the State Office through the State Education Research Approval

Process (SERAP). An information session on the ethics and SERAP processes will be scheduled for Honours students at the beginning of their candidature.

Each student will be required to complete two progress reports throughout their Honours candidature and give an oral presentation of their research findings.

For Early Years and Primary Education students, Honours theses are submitted for examination in early October. For Physical and Health Education students, Honours theses are submitted for examination in early May. Honours theses are examined by one internal and one external examiner (nominated by supervisors).

Students are able to claim back \$100 from the Faculty for their studies and may be eligible for funding to support travel to present their findings at national conferences. There are also a number of scholarships for which students may apply – please see the Honours Coordinator or Faculty support contact for details. Scholarships and other Awards are advertised on the University website.

For further information refer to: <http://uow.edu.au/educ/courses/honours>

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Faculty Support contact for Honours Students Ms Jennifer Reynolds	<i>Room</i>	23.G21
	<i>Phone</i>	(02) 4221 4371
	<i>Email</i>	jenny_reynolds@uow.edu.au

3.7 Seeking Ethics Approval for Research

When teacher education students conduct research, they need ethical approval for such activities. Research includes conducting interviews, surveys, collecting work samples, taking photographs or observing children. Seeking such approval is necessary whether it is part of a research degree or an assignment as part of a subject. Further information about seeking ethics approval can be gained by looking at the relevant section of the Faculty of Education web site <http://www.uow.edu.au/educ/students/UOW037393>

There are three possible pathways for seeking such approval with two levels or types of research within each pathway. These three different pathways vary according to the sensitivity of the topic, who is involved in the research and the methods used. The three pathways are distinguished by the different forms needed:

3.7.1 Pathway No. 1— No Ethics Form needed

This is the most innocuous type of research and usually occurs for an assignment within a subject or on Professional Experience. This involves observing teachers or children without any direct form of data gathering such as interviews, surveys or collecting children's work samples. It may involve informal "chats" with a classroom teacher or children as part of everyday classroom interactions that is typical on a practicum experience. Subject coordinators and principals should still be informed about the type of interaction occurring and assignment guidelines need to be clearly written within subject outlines. The use of reflective journals for writing about classroom observations is typical of the method for this type of research.

3.7.2 Pathway No. 2 — Faculty Ethics Form

This type of assignment based research involves data gathering with a teacher and may include interviews, surveys or anonymous work samples from children. Details for this type of research need to be clearly described in a subject outline and a faculty ethics form needs to be completed. If the topic is not sensitive (such as the description of existing teaching strategies), then the Faculty ethics form need only be approved by the subject coordinator. If the topic is possibly sensitive, the Faculty ethics form has to be approved by the Faculty Ethics Committee. Details can be obtained from Jenny Reynolds in the Faculty of Education on (02) 4221 4371.

3.7.3 Pathway No. 3 — University Ethics Form

Any research for degrees (Hons. Masters, PhD) or research involving children needs to be documented on a University Ethics Form and approved by the University of Wollongong Human Research Ethics Committee. It is the supervisor's responsibility that the ethics form is filled in appropriately with all necessary information. Details and forms can be obtained from the Office of Research website <http://www.uow.edu.au/research/rso/ethics/human/index.html> or contact HREC officer on (02) 4221 4457. Research involving children requires 14 copies of the form submitted to the Office of Research whereas research with consenting adults needs one form submitted. Research in DET schools needs an application from the State Education Research Approval Process (SERAP) available at <https://www.det.nsw.edu.au/media/downloads/research/guidelines.pdf>.

4 IMPORTANT POLICIES AND PROCEDURES

The University consistently reviews policies and Codes of Practice that govern the conduct of its members, both students and staff. Some general guidelines are presented below and are reflected in Faculty policies that are currently under review. Students are encouraged to visit the following web site for further details about rights, responsibilities and grievance procedures:

<http://www.uow.edu.au/student/charter/index.html>

4.1 Applications for Student Academic Consideration

The Student Academic Consideration Policy is designed to help students minimise the impact of illness, adverse or unforeseen circumstances on their performance within a degree. Applications for Student Academic Consideration are governed by the University's Student Academic Consideration Policy at:

<http://www.uow.edu.au/about/policy/UOW060110.html>.

To apply for Student Academic Consideration, students must log onto SOLS using their student number password, and select the Student Academic Consideration link. A personalised application form will then appear for electronic completion and submission. Students should not assume that an application for student academic consideration will be automatically granted. Please note that lack of awareness of the rules governing applications made within relevant time limits will not be grounds for student academic consideration.

4.2 Academic Misconduct

Students are warned that academic misconduct can have serious consequences. For example, cheating in exams or plagiarising someone else's work in an assignment can result in penalties ranging from reduced marks or failure in the subject to exclusion from the University. Students must ensure that they understand the relevant University rules and policies as they relate to examinations, assessment and acknowledgement practice. Please refer to: <http://www.uow.edu.au/student/examinations/UOW008301.html>

Cases of suspected plagiarism or other misconduct may be referred to the relevant Primary Investigative Officer (PIO) within the faculty. The PIO will consider all submissions and may interview the student(s) involved before making a recommendation to the Dean. Where plagiarism is found, the name of the student and details of the case will be forwarded to the Academic Registrar's Division (ARD). Appeals, or more serious cases, may be referred to the Faculty Investigation Committee or, in particular instances, to the University Investigation Committee.

4.3 Plagiarism

Plagiarism, or not appropriately acknowledging the ideas and/or words of others, is a serious offence in the academic world regardless of whether it is intentional or not. Plagiarism is the use of someone else's work as if it is your own. The "someone else" may be an author, researcher, critic, lecturer or even a fellow student. Whilst it is often necessary to use other people's ideas, they must not be presented as your own.

In addition, any work that is handed in for assessment and that contains elements of work submitted for another subject must be formally acknowledged through an in-text citation and in the Reference List.

The sources from which you have drawn your information and ideas must be clearly acknowledged in all of your work. Please refer to the following web site for further details: <http://www.uow.edu.au/about/policy/UOW058648.html> and to the section in

this booklet on “Referencing” to find out how to correctly acknowledge the work of others.

4.4 Process for Appealing Assessment Results

If you believe that your grade or mark is incorrect or if you wish to appeal against a grade or mark for any reason, please follow the proper procedures. If you are appealing a final grade for a subject, you must lodge your appeal within two weeks of the results being published.

1. If you are concerned about an assessment mark, you should follow the matter up immediately. Contact the marker to discuss the matter. If you are still dissatisfied, see the subject Coordinator (if not the same person as the marker) and ask for advice.
2. If you are still dissatisfied and you believe that you have grounds for appeal, contact the Director of the relevant program for advice.
3. If you are still concerned, contact the Sub Dean to make an appointment. If you have discussed the matter with the Sub Dean and you are not satisfied with the outcome, you may approach the Dean of Students and request an investigation of the matter.

More detailed information regarding the Faculty of Education’s guidelines for appealing assessment marks and grades may be found at: <http://www.uow.edu.au/educ/students/UOW037398.html> and the University’s grievance policy at: <http://www.uow.edu.au/about/policy/UOW058653.html>

5 PROFESSIONAL EXPERIENCE

Professional Experience (school placement) is a compulsory component of all Faculty of Education Preservice Teacher education courses. Whilst the subjects undertaken within the University context provide knowledge and skills about teaching and learning, it is within the school context that Preservice Teachers can begin to make the vital connections between theory and practice. It is during their Professional Experience placements that Preservice Teachers are provided with opportunities to understand the complex nature of 'teachers' work' and to develop the Graduate Teacher's Professional Teaching Standards required for accreditation with the New South Wales Institute of Teachers.

It is an expectation that students who participate in the Faculty's Teacher Education courses are capable of meeting the demands of navigating their own way to, from and around the Professional Experience contexts, e.g. school sites. It needs to be noted that the off-campus environment is beyond the control of UOW.

5.1 Policies and Procedures: Preservice Teachers

5.1.1 Professional Conduct

The University of Wollongong Code of Practice – Student Professional Experience outlines the responsibility of Preservice Teachers when they are involved in any Professional Experience in a setting outside of the University that is a requirement of a course or subject offered by the University.

The Code of Practice can be found at:

<http://www.uow.edu.au/about/policy/UOW058662.html>

Preservice Teachers in the Faculty of Education are expected to act in accordance with University of Wollongong Code of Practice - Student Professional Experience. The Faculty expects that at all times:

- Preservice Teachers must behave ethically and in a manner that upholds the good name of the Faculty of Education and the University of Wollongong;
- Preservice Teachers must adhere to the professional ethics and codes of conduct appropriate to the teaching profession;
- Preservice Teachers must dress professionally and in a manner appropriate to the setting in which the Professional Experience is undertaken;
- Preservice Teachers maintain confidentiality with regard to privileged information that they will have access to in all Professional Experience placements.

5.1.2 Professional Experience and Internship Placement Acknowledgement Form

All students must complete and return to the Professional Experience Unit a *Professional Experience and Internship Placement Acknowledgement* form before beginning any Professional Experience. The form will be distributed to students but can also be downloaded from the Professional Experience Unit's website, under **Forms** - <http://www.uow.edu.au/educ/proExperience/forms/index.html>

Failure to complete and submit the form will prevent the student from participating in any school placement in the current year and may lead to a fail in the subject which the Professional Experience is embedded.

5.1.3 Variation to Professional Experience

Each Professional Experience must be completed when scheduled in each degree and at the designated time allocated by the University within the academic year. The Faculty of Education Professional Experience Planner can be downloaded from the Faculty's website - <http://www.uow.edu.au/educ/planner/index.html>

Preservice Teachers must satisfy the requirements of each Professional Experience placement before proceeding to the next scheduled Professional Experience in the degree in which they are enrolled.

If due to extenuating circumstances a Preservice Teacher is unable to complete the Professional Experience as scheduled, they must apply to the Faculty of Education to complete the Professional Experience at an alternative time. A *Variation to Professional Experience* form must be completed and submitted to the Professional Experience Unit. If approved by the Program Director the Professional Experience Unit will negotiate an alternative time with the placement school.

5.1.4 School Placement

For ethical and professional reasons Preservice Teachers are not permitted to undertake Professional Experience at a school where they work, or have relatives (partner, child, parent or other close relative) employed or enrolled at a school. It is the responsibility of a Preservice Teacher to notify the Faculty immediately if they have been placed in a school that breaches this policy.

5.1.5 Attendance and Absences

Attendance

Preservice Teachers must attend all allocated Professional Experience days and be present for the whole school day - failure to do so will result in a Fail grade being awarded for the Professional Experience. A Professional Experience report must not be given to a Preservice Teacher until **all** required days have been completed.

In School Coordinators will inform Preservice Teachers of the time of arrival and departure as this varies from school to school. Punctuality is a professional responsibility. Arrival and departure times specified by the school must be adhered to, however the Faculty of Education expects Preservice Teachers to be present at least 30 minutes prior to the start of the school day and be available for meetings after school.

Preservice Teachers must sign the Attendance Register each day on arrival and departure.

A Preservice Teacher must not leave the school grounds unless they have gained permission from the In School Coordinator.

Absences

If an absence occurs at school due to illness or other extenuating circumstances, Preservice Teachers must undertake the following:

- Contact the Principal, In School Coordinator or Supervising Teacher through established channels as early as possible, eg email and phone call.

- Complete an Illness/Misadventure form (see Appendix 20 in the PEx Handbook) and submit this to the In School Coordinator when they return to school. A medical certificate is required for absences of two or more days and must be attached to the form.
- The above form and documentation should be copied for the Preservice Teacher's own records, as it will be required by the PEx Unit when the Preservice Teacher submits PEx reports.
- Email the Director of their program, Subject Coordinator and the PEx Unit (PEx-enquiries@uow.edu.au) summarising the days missed and when they will be made up.
- Preservice Teachers must negotiate with their Supervising Teacher to make up all absences. Absences cannot be made up during study weeks or when lectures or tutorials are scheduled.

Where industrial action is scheduled during a Professional Experience placement the In School Coordinator should discuss the implications for the placement with the Preservice Teacher. If industrial action results in a loss of more than one day during a placement the Preservice Teacher may need to negotiate a make up day with their Supervising Teacher.

5.1.6 Grounds for exclusion from a school placement

As a result of extenuating circumstances or professional misconduct a Preservice Teacher may be asked by the School Principal or Faculty of Education staff member to leave the school, terminating the Professional Experience. Reasons for the removal of a Preservice Teacher from a school placement and subsequent failure of the Professional Experience may be due to but not limited to the following circumstances:

- A serious breach of the University Code of Conduct, Policies or Procedures;
- A serious breach of the relevant New South Wales Department of Education, Catholic Education Commission NSW or Independent School regulations;
- A Preservice Teacher's behaviour places school pupils and/or staff at risk;
- Unexplained absences or absences without satisfactory explanation;
- A Preservice Teacher accesses confidential school documents without permission;
- A Preservice Teacher has demonstrated unsatisfactory progress over a period of time during Professional Experience and this unsatisfactory progress has been documented but not adequately addressed by the Preservice Teacher (see 2.2.2 in the PEx handbook);
- A Preservice Teacher discredits the school or school personnel.

If a Preservice Teacher is excluded from a Professional Experience by the placement school, the **Principal or In School Coordinator** must contact the Faculty of Education immediately. In accordance with University's General Course Rules: 8.64, 8.65 and 8.66, exclusion from Professional Experience may result in either failure of the subject in which the Professional Experience is embedded or exclusion from study in the Faculty of Education.

5.1.7 Name Badges

Please note all 1st First Year students and students in the Graduate Diploma in Education are issued with a name badge by the Professional Experience Unit. If a UOW name badge is misplaced, it is the responsibility of the Preservice Teacher to replace at their own cost.

The supplier's details are:

New Millennium Trophies & Gifts
92 Auburn Street, Wollongong
T: 02 4239 2380 | Contact: Kerry

5.2 Professional Experience Opportunities in 2012 and Eligibility

5.2.1 Out of Area Professional Experience Placements

Students may apply to complete their Professional Experience at schools outside of the Faculty of Education's region. A formal application must be lodged with the Professional Experience Unit at least eight weeks before the commencement of the Professional Experience. Applications are assessed on previous Professional Experience reports and academic record. If approved the student may approach an out of area school seeking a placement. Eligibility for out of area placements are outlined in the grid on page 20.

5.2.2 Overseas Professional Experience

The Faculty of Education provides students with an opportunity to complete a Professional Experience in China, Fiji, Malaysia or Thailand. When offered, these experiences have limited places so an application has to be submitted to the Professional Experience Unit. Students considering this option should consult with the Director of their course and the Coordinator of the particular overseas professional experience. If offered a placement all costs must be covered by the student. Please see the grid on page 20 for eligibility requirements.

5.2.3 Explore Your Future

The New South Wales Department of Education and Communities (DEC) provides opportunities for Preservice Teachers to be placed *Beyond the Line* (teaching and living in rural NSW) and *Beyond the Bridge* (teaching in Sydney's Western and South Western school communities). The *Explore Your Future* program offers undergraduate teacher education students the chance to experience schools located in areas of NSW that hold the greatest number of future employment opportunities. These programs are competitive and to be selected for either of these programs students must submit an application to the Professional Experience Unit. The DEC also provides a *Beyond the Line: School Community Visit* experience. Further information on these programs can be found at: www.teach.nsw.edu.au/eyf. Please see the grid on page 20 for eligibility requirements.

Students enrolled in the programs listed below may submit an application form for the following Professional Experience placement. As placements are limited and the selection process is competitive, only those students who demonstrate commitment and a strong desire to participate in the Professional Experience placement will be considered.

Program	Year	Subject	Professional Experience Placement
Bachelor of Mathematics Education	3 rd	EDPD304	<ul style="list-style-type: none"> • Beyond the Bridge • Beyond the Line • Out of Area Placement • Overseas
	4 th	EDUT404	<ul style="list-style-type: none"> • Out of Area Placement
Bachelor of Physical and Health Education	3 rd	EDPP301	<ul style="list-style-type: none"> • Beyond the Bridge (<i>Bus trip only</i>) • Beyond the Line (<i>Bus trip only</i>) • Out of Area Placement • Overseas
	Internship	EDPP403	<ul style="list-style-type: none"> • Beyond the Bridge • Beyond the Line • Out of Area Placement
Bachelor of Primary Education	2 nd	EDPS 202	<ul style="list-style-type: none"> • Out of Area Placement • Overseas
	3 rd	EDKM301	<ul style="list-style-type: none"> • Beyond the Bridge (<i>Bus trip only</i>) • Beyond the Line (<i>Bus trip only</i>)
	Internship	EDPD402	<ul style="list-style-type: none"> • Beyond the Bridge • Beyond the Line • Out of Area Placement
Bachelor of Science Education	3 rd	EDPD306	<ul style="list-style-type: none"> • Beyond the Bridge • Beyond the Line • Out of Area Placement • Overseas
	4 th	EDUT406	<ul style="list-style-type: none"> • Out of Area Placement
Graduate Diploma in Education - across all campuses	Minor	EDGD800	<ul style="list-style-type: none"> • Overseas
	Major	EDGD800	<ul style="list-style-type: none"> • Beyond the Bridge • Beyond the Line • Out of Area Placement

NB: For further information regarding Professional Experience please refer to the PEx Handbook.

6 RESOURCES AND RESPONSIBILITIES

A wide range of facilities and resources exist within the University to support you in your studies. You can find out about these services through following the relevant links from the University homepage. Some of the most widely used resources are included below.

Resources...

6.1 Library

Any and all questions about the Library and its vast resources can be answered by going directly to <http://www.library.uow.edu.au> and following links to particular items. The Library offers practical help by providing guides, web-based tutorials and hands-on workshops - information about these services can be accessed through the website (above) or by ringing (02) 4221 3548 or alternatively use our Email a Librarian service located at <http://libcccserv.library.uow.edu.au/scripts/WebObjects.exe/ccc.woa/wa/emailalibrarian>.

6.2 StartSmart - Essential Academic Information Skills

This program is designed to help students achieve a minimum level of information literacy skills at the start of their studies so that they can locate, use and evaluate information effectively. It is compulsory for undergraduate students and must be completed within the first six weeks of session. If this requirement is not met by the end of the first session of study, students will have their results withheld. For further information follow the links to **StartSmart - Essential Academic Information Skills** from the Library website.

<http://www.uow.edu.au/student/services/fye/resources/startsmart/index.html>.

6.3 First Year at UOW

If you are a first year student and you are feeling overwhelmed by the experience, the first piece of advice is "Don't Panic!" Useful information that is regularly updated as well as answers to many of the questions you may have will be found at <http://www.uow.edu.au/student/services/fye/index.html>. You can also contact your First Year Coordinator for support.

6.4 Student Support Advisers (SSAs)

Student Support Advisers are located in each faculty and they look after the welfare and equity of all students. They provide information and referral to an appropriate service for assistance. Contact details can be found by following the links from <http://www.uow.edu.au/student/services/about/index.html>

6.5 Counselling Services

Free and confidential counselling is offered to students and staff who wish to discuss areas of difficulty, conflict or crisis in their lives. To make an appointment to see one of the counsellors, phone (02) 4221 3445 or call in at the office located on the third floor of the UniCentre (use the IT Resource Centre lift or the car park stairs). For further details refer to:

<http://www.uow.edu.au/student/services/cs/index.html>.

6.6 Disability Services

The Disability Liaison Officer (DLO) provides information, advice and support to students with disability. Students requiring assistance can contact the Disability Liaison Officer by phone (02) 4221 3445; or facsimile (02) 4221 5667 or call in at the office located on the third floor of the UniCentre building. Students with disability who are commencing courses are advised to contact the Disability Liaison Officer

prior to the beginning of their first session of study at:
<http://www.uow.edu.au/student/services/ds/>.

6.7 Learning Development

A wide range of free services is offered to all enrolled students who wish to improve their academic skills. For information on academic skills and English language workshops, or to make appointments for individual consultations, please visit the Learning Resource Centre (LRC) - building 11, room 209, level 3 (take the lift opposite the UniShop) - or ring (02) 4221 3977. Further information is available at <http://www.uow.edu.au/student/services/ld/>

6.8 Peer Assisted Study Sessions (PASS)

This program encourages students to work together in order to consolidate their understanding of course material and improve their grades. The program operates in the Faculty of Education for Bachelor of Physical & Health Education students taking EDPS 101: Introduction to Anatomy and Physiology 2011 and participation is recommended. More detailed information can be found at: <http://www.uow.edu.au/student/services/pass/>

6.9 Computer Services and Training

For information regarding computer services and training for students go to <http://www.uow.edu.au/its/training/index.html>

6.10 Careers Central

This facility provides services, programs and resources that will help you with regard to career planning and job seeking activities. More details are available at <http://www.uow.edu.au/careers/>

6.11 Clubs and Societies

If you are you interested in sharing similar interests, creating social and professional networks, or even just making new friends then Clubs and Societies are for you! There are over 60 clubs affiliated with UniCentre and these cover a myriad of interests. Get involved in UOW's diverse culture through joining clubs and societies! By joining a club, you will also have the opportunity to participate in the UniCentre Cup and Clubs & Societies Awards Night, two highlights of the social calendar. For more information go to <http://unicentre.uow.edu.au/getinvolved/clubs/index.htm>

6.12 Scholarships, Prizes and Awards

The Faculty of Education is keen to acknowledge your accomplishments as you strive for excellence in your particular program of study. To this end, we have instigated an annual Prize and Award Ceremony that traditionally occurs in 30 April at about the same time as the University's graduation ceremonies. The Prize and Awards Ceremony is coordinated by the Dean's Unit of the Faculty.

For further information please contact the Faculty Business Manager on (02) 4221 3572 or call in to 67.338.

The following awards have been typically presented at this ceremony:

Dean's Merit List (see note below)

Education Alumni Prizes for Excellence

Education Alumni Physical and Health Education Rebel Sports Award

Education Alumni Educational Leadership Award

Education Alumni Early Childhood Education Practicum Award

Education Alumni Canadian Grad. Dip. Practicum Award

Education Alumni Primary Bachelor of Teaching Internship Award

Australian College of Educators (ACE) Outstanding Pre Service Teacher Award

Maths Association of NSW Student Prize
Campus Chapter of the Alumni Network Honours Year Prize
URAC Academic Achievement Award for a first year Bachelor of Education Physical and Health Education Student
NSW Minerals Council Award in K-6 Science and Technology
The Bishop Ingham Award for Academic Excellence in Religious Education
Australian Literacy Educators Association Award for Excellence in Literacy
Outstanding Achievement in Primary Science and Technology
Outstanding Achievement in Early Childhood Science and Technology
Mitsui Education Foundation University of Wollongong Ambassador Student for Study Tour of Japan
Department of Education Science & Training (DEST) Science Education Award
Aunty Mary Davis Scholarship
Kazacos Foundation Scholarship for Early Childhood Teaching
The Ashleigh Spicer Memorial Scholarship

For more information see the following link:

<http://www.uow.edu.au/student/prizes/UOW025876.html>

6.13 Dean's Merit List

The Dean's Merit List for academic performance is compiled each year after declaration of results following Spring Session. The list is based on the top 5% of students determined by the Weighted Average Mark (WAM) achieved by each student over at least 24 credit points in two consecutive sessions. Students who achieve this standard will receive a letter of congratulations from the Dean as well as having the achievement noted on their official University record and on their academic transcript.

6.14 Dean of Students

The Dean of Students is the Students' Ombudsman and investigates high level academic grievances for undergraduate and coursework students as well as serious grievances that have not been resolved by the Faculty or Professional Units. Other matters not dealt with by University Committees and that are considered serious or unlawful or contrary to the University's codes and rules may also be taken to the Dean of Students. The office is located in Bldg. 19 Room G003. For appointments and enquiries phone (02) 4221 4355 or email marion@uow.edu.au

6.15 UniCentre

UniCentre exists to create a dynamic, inspiring and unique environment for students at the University of Wollongong (UOW). We are the centre of social activity on campus, offering retail, food, events, programs, services and facilities. Our purpose is to enhance the student experience and complement academic life. For details go to <http://unicentre.uow.edu.au/index.htm>.

6.16 University Alumni Association (Education Chapter)

The Faculty has an active Chapter of the University Alumni Association, who support students, staff and graduates of Education. The Chapter can be contacted through the Chapter Room, 67.312, or phone: 4221 5617, email: education_alumni@uow.edu.au

Responsibilities....

Individual students are required to accept responsibility for progress in their academic programs as well as ensuring that entries on their academic records are correct. The responsibilities outlined below are drawn from relevant University policies, which can be located within the University Policy Directory at <http://www.uow.edu.au/about/policy/>.

6.17 Academic Record

You need to check your academic record regularly to make sure you are enrolled in the correct subjects each session so that you fulfill the relevant requirements in your course of study. Access to your academic record is through SOLS at <http://www.uow.edu.au/student/>.

It is your responsibility to withdraw from subjects in which you do not wish to continue. You must do this by the withdrawal date listed in Session and Key Dates on the SOLS homepage. Failure to withdraw by the appropriate date will lead to a Fail grade on your academic transcript and you will incur a HECS debt for the subject.

You should keep a hard copy file of all correspondence from the Academic Registrar's Division (main administration area for the University) from the commencement to completion of your degree.

6.18 Attendance & Behaviour

Students are expected to behave courteously and professionally at all times. This includes arriving at class on time, respecting the rights of others to speak and turning off mobile telephones.

Students are expected to attend at least 80% of all lectures and tutorials listed in individual subject outlines. Specific requirements will be clearly stated in these subject outlines. Where absences occur and a lecture or a tutorial is missed, it is your responsibility to follow up the information that was covered during that time. It is also courteous to notify your tutor and/or lecturer about your absence. Students should be aware that failure to meet attendance requirements may result in a request to undertake additional work, reduced marks or failure.

In the case of personal illness and other compassionate grounds (e.g. sick children, or a death or major illness in the family) students are required to seek Academic Consideration via SOLS. Please go to the Student Academic Consideration Policy for further details at <http://www.uow.edu.au/about/policy/UOW060110.html>

In extenuating circumstances where a short planned absence from class is anticipated, students must follow this procedure:

- Contact coordinators of particular subjects.
- Clearly outline the time away from class, reasons for the absence with supporting documentation, topics and assessment tasks related to missed classes and a plan of how these tasks can be completed in a timely manner.
- Written approval (if given) from the Coordinator should then be taken to the relevant Director where a final decision will be made.

6.19 Etiquette – Consultations and Email Correspondence

Academic staff make themselves available for consultation with students at set times throughout the week. All academic staff will specify these times in subject

outlines and on their doors. Students who wish to contact their tutors or other academic staff should try to do so during these times. It is best to make an appointment and this can be done by telephoning or emailing the tutor to request an appointment.

When emailing, please make sure you use your SOLS mail account and set out your request in a professional manner. Specify your request clearly and **always sign with your full name and student number**. Every attempt is made to respond quickly to emails but delays may occur for a variety of reasons – please take this into account when contacting academic staff.

6.20 The Student Charter

UOW's student charter states that:

'As a student at the University of Wollongong you will belong to a vibrant international community that offers enriching academic, personal and social experiences'. This charter acts as a central hub that provides links to many items of information for students. It outlines the relationship between students and the University - the expectations that each has of the other as well as the responsibilities we all share.

Find out what respect, diversity and responsibility (and much more) means at UOW www.uow.edu/student/charter.

6.21 Student Online Services - SOLSMail

SOLSMail is the primary method of communication with students. It is essential that you check your SOLSMail on a regular basis.

6.22 Enrolment in Tutorials

Enrolment in tutorials may take place either during the first lecture of a subject or online through the '*SMP online tutorial sign up*' at <http://www.uow.edu.au/student/tps/index.html>. Information about tutorial signups is posted on this page.

Before beginning the process of online tutorial sign up you need to check the Subject Timetables (also listed on the SOLS homepage) to gain an idea about the time that best suits your schedule. It is a good idea to identify several times slots because there is no guarantee that you will be able to enroll in the tutorial of initial choice.

If you cannot enrol in your first choice you need to put your name into a tutorial slot so that later on you may be able to negotiate with the subject coordinator for a change in tutorial time. Special consideration can only be given to extreme cases and, although we attempt to meet the needs of all students, work schedules and child-care are not generally considered by the University as warranting special consideration.

6.23 Assignments

6.23.1 Submission

- Written assignments should be word processed.
- All hard copy assignments should be submitted with a cover sheet – students are responsible for ensuring that the receipt (at the bottom of the cover sheet) is signed and that they retain it until the assignment is returned.
- Copies of assignments made before submission should be retained by students.

- Assignments should be submitted in tutorials to the tutor unless alternative arrangements are made by the subject co-ordinator.
- Electronic Submission – Special requirements for electronic submission and return of work will be provided by your lecturer where relevant.
- An assignment may only be posted by arrangement with the subject co-ordinator. The date of submission will be the postmark date-stamped on the assignment envelope. Posted assignments should be sent to:
Tutor's name,
Faculty of Education,
University of Wollongong,
Wollongong 2522.
- Assignments to be emailed should be marked to the tutor's email address.
- Unless directed otherwise, marked assignments will be available within 3 weeks of submission. The subject coordinator will advise students of the procedure for returning marked assignments.
- Assignments will be retained at least until the end of the appeal period, with the exemption of theses (appeal period is 21 days after distribution of mark or release of final grade – refer to Academic Grievance Policy-Coursework & Honours Students).

All assignments must be submitted by the due date specified on the subject outline unless a formal application for an extension has been approved. Formal applications must be made for Student Academic Consideration via SOLS. Please go to the Student Academic Consideration Policy for further details at: <http://www.uow.edu.au/about/policy/UOW058721.html>

Assignments sent via email will generally only be accepted with the prior agreement of the subject Coordinator. This will be indicated in the relevant subject outline. A copy of the assignment must be kept by the student and made available for submission if there is any problem in transmission or receipt of the assignment. All emailed assignments will be receipted by a "Reply" email. If this is not received within two working days of transmission, it is the student's responsibility to ensure that the assignment has been received.

6.23.2 Resubmission of Assignments

Graded assignments may not be re-written and re-submitted. Lecturers who wish to use written assignments as a teaching strategy should arrange for students to consult with them in the preparation of the assignment before the due date and notify students in the subject outline about how, when and with whom such consultation might take place.

6.23.3 Penalties for Late Submission of Assignments

Students should refer to individual subject outlines but Faculty guidelines specify the following penalties:

Up to one week late 20% of marks will be deducted.

Up to two weeks late 50% of marks will be deducted.

More than two weeks late no marks will be awarded.

University Policy on late submission can be found in the Code of Practice: Teaching and Assessment at: <http://www.uow.edu.au/about/policy/UOW058666.html>.

6.23.4 Extensions

Requests for extensions of time for completing assignments must be made before the due date through the Student Academic Consideration process (see note under

6.23.5 Collection

- Unless directed otherwise, marked assignments will be available within 3 weeks of submission. The subject coordinator will advise students of the procedure for returning marked assignments.
- Assignments sized A4 or smaller will be returned in tutorials during normal session weeks. For assignments larger than A4 or during periods outside of normal session weeks, assignments may be collected from the Assignment Room (21.G05) between 12.30pm -1.00pm from Monday to Friday.
- Assignments will be retained at least until the end of the appeal period, with the exemption of theses (appeal period is 21 days after distribution of mark or release of final grade – refer to Academic Grievance Policy-Coursework & Honours Students).

7 NOTES ON ESSAY WRITING

7.1 Preparation

Read the question

Know what the question is asking of you and what it isn't asking of you.

Example: Examine the evidence on the relative contributions of nature and nurture to the physical development of children and youth.

This question is asking about how **nature** and **nurture** influence **physical development**. As such, you should be discussing the role of nature in physical development, the role of nurture in physical development and how they interact in physical development. It is also asking you to examine 'evidence' with regard to these roles – evidence is not 'theory' but rather research findings that tell us something about the influences of nature, nurture and/or both on physical development.

Also note what the question is not asking. Concepts such as the 'blank slate', behaviourism and intelligence all refer to cognitive development and do not relate to the question. You will not want to discuss these.

7.2 Research

Based on what the question is asking of you, begin reading.

This will likely start with some more general sources (such as your course textbook) to gain a general understanding of the topic. From there you will likely want to read sources that broaden your understanding of the topic (such as books or journal articles discussing the topic) **AND** find research evidence that provides evidence of the strength of these ideas. Research evidence is just as important as an understanding of the topic, as it tells us whether there is any support for these ideas.

Example: Imagine you find an anonymous essay. You are curious, so you begin to read it. Which of these statements that you come across appears most credible?

- 1) Intelligence is partly genetic in origin. It is passed down in your DNA.
- 2) Howard (2011) suggests that intelligence is at least partly genetic in origin. It is passed down in your DNA.
- 3) Howard's (2011) study of identical and fraternal twins demonstrated that there was a genetic origin to intelligence, as identical twins (whose genetic material is 100% identical) had more similar IQ scores than fraternal twins (who share 50% the same genetic material).

You should have **research evidence** to support each of the main ideas in your essay. Research evidence refers to scholarly articles or books that **report on research**. Note that many reputable articles and books are online – don't be misled by readings that are not scholarly. Also make sure you are using key terms to search that take you into material that will be relevant for you.

What does not constitute research evidence?

- Theories (someone else's ideas of how the world works is not research evidence);
- Examples (being able to come up with a scenario in your head where the idea makes sense does not constitute research evidence);

- Quotations (someone else saying what you are saying is not research evidence).

Independent thought is encouraged – *think about others’ arguments*

The goal of an essay is to **integrate** and **evaluate** all that you have learned regarding a particular topic. This means that you are not just collecting the arguments that others have made, just to organise and recite them. You should also evaluate these arguments based on what you know and what you have learned. Essays should be your (**informed and supported**) perspective of the ideas and evidence you have encountered.

Example: Reinforcement and punishment have been criticised on the basis that they remove an individual’s free will. By simply introducing a reward or a punishment you can influence another’s behaviour. But ask yourself: Do you think that this criticism is entirely warranted? Praise is one example of positive reinforcement. Does praising a student for their good work constitute a removal of their free will? Should praise as an educational practice be stopped? Are there cases where this criticism might actually be warranted and others where it may not be warranted?

7.3 Content

Introduction

Your introduction paragraph should provide the reader with a general understanding of the topic you will be discussing, a definition of key terms that will be critical for the reader to be able to understand exactly what you are discussing and the argument/stance you are taking with respect to the topic.

Define key terms

A key element of an introduction paragraph is a definition of key terms. Key terms can be defined as any terms that are vague, do not have a universally accepted definition and/or may be unfamiliar to the reader. These definitions will help the reader understand exactly what you are talking about.

Example: Imagine you are reading a research article about the relationship between ‘academic excellence’ and ‘life success’. Without a definition of these terms, can you identify what the researcher is actually discussing? Does academic excellence mean high IQ, high grades, good evaluations by teachers, a highly creative problem-solver, or something else entirely? Is life success measured by one’s career, financial status, a happiness rating, a rating on a particular ‘success’ scale, a measure of prestige, ratings from industry experts, or something else?

Take a position and relate this to your reader

Essays are not simply about collecting others’ ideas and organising them coherently (though that is part of it). They are about *your* interpretation of the ideas and evidence and how they combine to answer to a particular question. Ask yourself: Based on my reading, what can I conclude? What does the evidence seem to suggest? Then, **take a (supported and informed) position** and relate this to the reader early in your essay – usually as the last sentence of your introduction paragraph.

Examples: Reinforcement and punishment, when applied correctly, are useful tools for motivating learning and managing behaviour in the classroom.

Despite conflicting ideas regarding how knowledge is acquired, evidence supports Piaget's notion that children actively construct knowledge through the processes of maturation, equilibration, and adaptation.

Although the concept of metacognition does not comprise specific cognitive processes such as remembering, it is clear that they are mutually influential throughout development.

Body of the Text Structure

Before writing, have a clear structure in mind. How will you organise your paragraphs? There is any number of ways to do this, but in all cases the organisation should be clear and sensible to the reader. Remember, you are building an argument. Your body paragraphs should therefore follow a logical progression as you gradually support your position. Often this will mean progressing from more general to more specific, though not always.

Example: If you are writing an essay on prenatal development, it would make sense to organise the main ideas in the order of the prenatal stages of development.

If you are writing an essay where you are comparing and contrasting Piaget and Vygotsky, you have a number of options. You could write about Piaget (general), then Vygotsky (general), then compare and contrast some key elements of the two perspectives (specific). Another option is to pick three main points of divergence between Piaget's and Vygotsky's views and make each one of those the subject of a body paragraph. In each of these paragraphs you could then discuss Piaget (general), Vygotsky (general), then compare and contrast in relation to that main point (specific).

If you are writing an essay on the strengths and weaknesses of positive and negative reinforcement, you would likely want to structure your essay from general to specific. For instance, you might start with a discussion of operant conditioning and reinforcement, then the strengths of reinforcement, then the weaknesses of reinforcement. While this is by no means the only way of structuring this essay, be aware of what would not make sense. For instance, it would not make sense to discuss positive reinforcement and negative reinforcement (specific operant conditioning principles) and then later introduce and discuss operant conditioning (which is more general).

NOTE: You should only be presenting one main idea per body paragraph.

Link your ideas to each other and the topic

When writing, you should always be thinking about links and flow. 'Links and flow' mean that each sentence should logically flow from the sentence before it. Further, each main point that you are making should support your argument/stance.

Example: Read the following passage without, and then with, the bolded text. One of the fundamental strengths of positive reinforcement is its effectiveness in motivating children to learn. **In fact**, many studies have shown positive reinforcement to be among the most effective techniques available to educators. **For instance**, Howard (2020) found that primary school children who were rewarded for improvements in their test scores demonstrated greater proficiency in mathematics than a class of children who received no rewards. **Similarly**, Howard (2030) showed positive reinforcement to be more effective in improving reading skills among primary school students than either negative reinforcement or punishment. **The effectiveness of positive reinforcement is closely tied to its proper use, however, as** positive reinforcement can also reduce one's intrinsic motivation to learn (Howard, 2040). It is **therefore** apparent that positive reinforcement is a valuable educational tool, though its misuse can lead to neutral or even negative outcomes.

A paragraph should also have a clear and logical connection to the paragraph that preceded it.

Example: Consider the beginning of this next paragraph in relation to the previous paragraph.

Contrasting the relative strength of positive reinforcement as an educational tool, the potential to misuse punishment (and the negative outcomes that can result) suggests that punishment should be used sparingly in an educational context. **In fact**, by definition punishment should decrease in use if it is being applied effectively....

Each and every sentence and paragraph you write should clearly relate to the topic and should be developing your argument/position. Be careful not to 'throw in' interesting information even though it does not specifically relate to your argument. It will negatively impact the flow and structure of the argument you are building.

Example: Does an in-depth discussion of Piaget's stages inform a discussion of Piaget's idea that children actively construct knowledge through adaptation, equilibration and maturation? You might briefly discuss these ideas in relation to maturation, but the inclusion of the precise details of each stage does not advance the argument.

Does an in-depth discussion of classical conditioning pertain to the strengths and weaknesses of reinforcement and punishment (operant conditioning principles)? A brief explanation of classical conditioning might be relevant if you are discussing the history of behaviourism, but an in-depth exploration of classical conditioning does not advance the discussion of operant conditioning principles.

Point, proof, analysis

Although this is not the only way to write, when in doubt a good rule of thumb is to organise each point as 'point, proof, analysis'. As a first step, introduce the idea that you feel that the evidence supports.

Example: Piaget (1952) suggests that children actively seek to understand their environment, thereby constructing knowledge in an active manner.

Then introduce the evidence that supports this point.

Example: For example, Piaget (1952) observed his daughter holding, turning, shaking, touching, and attempting to pick up a flat box. From these observations, Piaget suggested that his daughter was attempting to assimilate the new information she gathered through exploration into her existing scheme for a box. Further, he suggested that she actively constructed this knowledge, as she had not been motivated to explore the box by any external force.

But do not stop there...interpret your evidence, tying it back to the point you were trying to make (and if you have done it correctly, the overall topic).

Example: This evidence demonstrates how, when faced with disequilibrium, children actively seek to make sense of their experiences.

NOTE: Beginning an idea with a quote or explanation of research evidence does not provide the reader with context. The reader will be left wondering why the quote was introduced, what point it trying to be made and what the quote is telling us. Similarly, ending your point with evidence makes the reader determine how it supports your argument. Instead of making your reader guess, tell them explicitly.

Conclusion

Your conclusion paragraph should provide the reader with a reiteration of your argument/position and a summary of the key points that support this position. You should not be introducing new ideas here.

7.4 Writing Style

Proof read

This is often one of the most overlooked aspects of writing, as it means needing to finish your work in advance of the deadline. Nevertheless, proof reading is one of the most important steps for submitting a polished product. Look for spelling or grammatical errors. Ensure that you are saying what you intend to say. Even better, read your work aloud so that you can tell whether something makes sense.

Choose your words carefully

Although it may seem that criticising word choice is just splitting hairs, there is a justifiable reason. Different words truly mean different things. Make sure you understand the word, its meaning and its proper use. Also, ensure that the word accurately reflects what you are attempting to say. Most importantly, be concise (no wasting words) and keep it simple.

Example: Evidence never 'proves' anything, because there can always be evidence that conflicts with those findings. Instead, evidence can 'suggest' or 'indicate' or 'support'. By the same token, evidence does not 'disprove' anything. Instead, it 'challenges' or 'disputes' or 'conflicts'.
Articles or books do not 'argue' or 'state', authors do.

Related to this, do not use dictionaries or encyclopaedias for your definitions. Also, stay away from the thesaurus if you are simply trying to make your writing sound more intelligent. More often than not, you will do more harm than good.

Paraphrase extensively, quote sparingly

The bulk of any essay should involve paraphrasing. Paraphrasing involves taking the idea someone else has presented, putting it into your own words and citing the source from which it is drawn. Quotes should be used sparingly when you couldn't possibly relate the idea without compromising the message. It is the 'hook' or 'oomph' of your essay. But too much of a good thing can be bad, so limit the

number of quotes used (even to the point of having no quotes, if it is not absolutely necessary). Quotes must be copied correctly from the original– a direct quote should also include the page number from which it is drawn.

NOTE: Taking a sentence and moving around a couple words or changing a couple words is not paraphrasing – it is plagiarism. Taking a sentence from a text and not putting it in “inverted commas” is also plagiarism. To properly reference a quote, use “inverted commas” and provide a reference to the source **AND** page number the quote was taken from.

Example: “But too much of a good thing can be bad, so limit the number of quotes used...” (Howard, 2011, p. 6).

Formal writing style

Essay writing is formal writing style, which means there are a number of no-no's:

- ~~Don't~~ Do not use contractions
- Do not use slang
- Do not write in an overly conversational tone

Additional Considerations:

- Include a title heading on the first page or a cover page
- Either indent a new paragraph or leave a line space between paragraphs, not both
- Do not use American spelling
- Use ‘and so on’ or ‘for example’ or ‘that is’ rather than i.e., e.g., etc.
- Avoid the use of “I”, but do not compensate by becoming overly reliant on “one”
- Always attach a COMPLETED faculty cover sheet to the front of your essay
- Always double space and use 12 point font
- Ensure your name and student number is on each page of your essay
- Avoid websites unless you are extremely confident in their veracity (.org and .edu are typically better than .com, but do not stop there in your evaluation of a web source).

8 REFERENCING

<http://www.library.uow.edu.au/referencing>

In the Faculty of Education, referencing should be done in Harvard Style. There are very precise formatting guidelines for referencing. To help you, the above link provides extensive guidance on referencing in Harvard Style. Referencing is free marks, so try to not throw them away.

In-text citations

Harvard Style requires in-text citations (not footnotes, endnotes, or nothing). Although discussing the entirety of the Harvard Style guidelines is beyond the scope of this document, the following are some key points to check for in your in-text citations:

- All ideas taken from another source require referencing
- Refer to a source **as soon as you start to use it**, not at the end of a paragraph
- Quotations require a page number in the in-text reference, while paraphrasing should not have a page number

List of references

Harvard Style requires list of references as a **separate** last page. Although discussing the entirety of the Harvard Style guidelines is beyond the scope of this document, the following are some key points to check for in your reference list:

- The reference list is contained on its own page
- Sources are listed in alphabetical order
- Sources are not preceded by a bullet point (as this list is)

MOST IMPORTANTLY, WHEN IN DOUBT ASK YOUR TUTOR!

While you might think you know the answer to a question or think you are on the right track, after seeing your tutor you will know for certain.

8.1 Referencing Grid (Harvard Method)

In-text citation	In the Reference List
Single author	
(Berk 2006)	Berk, L 2006, <i>Child Development</i> , 7th edn, Allyn & Bacon, Boston, Massachusetts.
Two/three authors	
(Hesse-Biber & Leavy 2004)	Hesse-Biber, SN & Leavy, P 2004, <i>Approaches to Qualitative Research: A Reader on Theory and Practice</i> , Oxford University Press, New York.
More than three authors	
1st and further mentions (Kervin et al. 2006)	Kervin, L, Vialle, W, Herrington, J & Okely, T 2006, <i>Research for Educators</i> , Thomson, South Melbourne.
Chapter in a book	
(Charmaz 2005)	Charmaz, K 2005, 'Grounded theory in the 21st century', in NK Denzin & YS Lincoln (eds), <i>The Sage Handbook of Qualitative Research</i> , Sage, Thousand Oaks, California, pp507–535.
Journal articles	
(Rice 2006)	Rice, KL 2006, 'A comprehensive look at distance education in the K–12 context', <i>Journal of Research on Technology in Education</i> , vol.38, no.4, pp425–448.
If accessed through library database	Do not cite database URL.
More than one publication in the same year by the same author(s)	
(Board of Studies 2000a)	Board of Studies 2000a, <i>Creative Arts K–6: Syllabus</i> , Board of Studies NSW, Sydney.
(Board of Studies 2000b)	Board of Studies 2000b, <i>Creative Arts K–6: Units of Work</i> , Board of Studies NSW, Sydney.
Acronyms are OK!	
(NSWIT 2006) Make sure you are consistent	NSWIT (NSW Institute of Teachers) 2006, <i>Professional Teaching Standards</i> , accessed 7/5/2007, http://www.nswteachers.nsw.edu.au/Main-Professional-Teaching-Standards.html .
Citation in another work	
(Luke 1994, cited in Russell 2000)	Russell, G 2000, 'Print-based and visual discourses in schools: implications for pedagogy', <i>Discourse: Studies in the cultural politics of education</i> , vol.21, no.2, pp205–217.
Websites: author, date	
(Board of Studies 2009)	Board of Studies 2009, accessed 9/7/2009, http://www.boardofstudies.nsw.edu.au/ .
Websites: no author, no date – not a reputable source, avoid using!	
Webpage	
(Jackson 2006)	Jackson, L 2006, 'Tech-ing wisely in K–2 classrooms', <i>Education World</i> , accessed 7/05/2007, http://www.education-world.com/a_tech/tech/tech195.shtml .
Lecture notes	
(Vialle 2007)	Vialle, W 2009, EDFE101 'Piaget', lecture notes, accessed 5/3/2009, eLearning@UOW.
Direct quotes (not paraphrased)	
Add page number, eg (Board of Studies 2000a, p43)	Board of Studies 2000a, <i>Creative Arts K–6: Syllabus</i> , Board of Studies NSW, Sydney. NB: For quotes the page ref appears in the in-text citation, not the reference list.

9 FACULTY OF EDUCATION GRADE & MARK DESCRIPTORS

GRADE	MARK	DESCRIPTOR	DISTRIBUTION RANGE (based on UOW average)
High Distinction HD	85-100	<ul style="list-style-type: none"> • A high distinction grade (HD) is awarded for outstanding quality and scholarly, original work. • Work provides evidence of an outstanding level of achievement of the learning outcomes of the subject. • It represents an exemplary integration of key concepts, ideas and details in all aspects of the work. • It is a grade that is awarded to a small percentage of students. 	8.0%
Distinction D	75-84	<ul style="list-style-type: none"> • A distinction grade (D) is awarded for superior quality or excellent work that represents extensive understanding of key concepts. • Work provides evidence of a superior level of achievement of the learning outcomes of the subject. • Few aspects can be improved upon. 	23%
Credit C	65-74	<ul style="list-style-type: none"> • A credit grade (C) is awarded to quality work that represents a substantial understanding of key concepts and ideas. • Work provides evidence of a high level of achievement of the learning outcomes of the subject. • Some aspects can be improved upon. 	31%
Pass P	50-64	<ul style="list-style-type: none"> • A pass grade (P) is awarded for satisfactory work that demonstrates a basic understanding of key concepts and addresses the assessment criteria in an adequate manner. • Work provides evidence of a satisfactory level of achievement of the learning outcomes of the subject. 	29%
Fail F	<50	<ul style="list-style-type: none"> • A fail grade (F) is given to unsatisfactory work that shows limited or incorrect understanding of key ideas and concepts with serious errors or gaps in work presented. • Work provides evidence of an unsatisfactory level of achievement of the learning outcomes of the subject. 	Up to 9.0%
Technical Fail TF		<ul style="list-style-type: none"> • Minimum performance level requirements are not met 	

10 Appendix

10.1 2012 Academic Year Session Dates

AUTUMN SESSION 2012	
21 February – 23 February	Orientation Week
27 February - 5 April	Lectures Commence (6 weeks)
9 April – 15 April	Mid-Session Recess (1 week)
16 April – 1 June	Lectures Recommence (7 weeks)
4 June – 8 June	Study Recess (1 week)
9 June – 21 June	Examinations (2 weeks)
25 June – 22 July	Mid-Year Recess (4 weeks)
3 July	Release of Results
SPRING SESSION 2012	
16 July – 20 July	Orientation Week
23 July – 23 September	Lectures Commence (9 weeks)
24 September – 1 October	Mid-Session Recess (1 week)
2 October* – 28 October	Lectures Recommence (4 weeks)
29 October – 2 November	Study Recess (1 week)
3 November – 15 November	Examinations (1.5 weeks)
27 November	Release of Results
SUMMER SESSION 2012/2013	
26 November – 21 December	Lectures Commence (4 weeks)
24 December – 1 January	Mid-Session Recess (1 week)
2 January – 20 January	Lectures Recommence (3 weeks)
21 January – 25 January	Study Recess (1 week)
28 January – 1 February	Examinations (1 week)
8 February	Release of Results
NSW SCHOOL HOLIDAYS 2012	UA Common Vacation Weeks 2011
6 April – 20 April	9 April – 13 April
2 July – 13 July	2 July - 6 July
24 September – 5 October	24 September – 28 October
24 December – 28 January 2013	
GRADUATION	
18, 19, 20 July (Wollongong)	12, 13, 14, 17, 18 December (Wollongong) 20 December (Shoalhaven)

* The 1st Monday of October is a public holiday. Lectures recommence on the Tuesday.

10.2 2012 Key Dates

Session Dates	Autumn Session	Spring Session	Summer Session 2012/2013	Annual Session (Autumn / Spring)
Orientation Week	21– 23 February	16 – 20 July	Not applicable	21 – 23 February
Welcome Day (Research Students)	22 February	20 July	Not applicable	22 February
First Day of Session	27 February	23 July	26 November	27 February
Mid-Session Recess	9-15 April	24 September – 1 October*	24 December - 1 January	As per Autumn and Spring
End of Session	21 June	15 November	1 February	15 November
Study Recess	4 - 8 June	29 October – 2 November	21– 25 January	As per Autumn and Spring
Enrolment	Autumn Session	Spring Session	Summer Session 2012/2013	Annual Session (Autumn / Spring)
Last day to re-enrol without late fee	31 January	22 July	Not applicable	31 January
Enrolment of new undergraduates (Wollongong campus)	30 January – 2 February	16 July	Before 26 November	30 January – 2 February
Enrolment of new International students (Wollongong campus)	16 – 17 February	16 – July	Before 26 November	16 – 17 February
Research Students enrolment	TBA	TBA	Not applicable	TBA
Last day for late re-enrolment	11 March	5 August	2 December	11 March
Last day to add subject via the Web	11 March	5 August	2 December	11 March
Last day to add subject with approval of Academic Adviser & Head of Department	18 March	12 August	9 December	18 March
Withdrawal	Autumn Session	Spring Session	Summer Session 2012/2013	Annual Session (Autumn / Spring)
Last day to withdraw without financial penalty (CSS fees refunded/International Student Fees credited if withdrawn by):	31 March	31 August	9 December	20 May
Last day to withdraw without academic penalty - subject deleted from record. (Fail grade recorded if subject withdrawn after this date).	6 May	23 September	16 December	5 August
Examinations	Autumn Session	Spring Session	Summer Session 2012/2013	Annual Session (Autumn / Spring)
Exam Period	9 - 21 June	3 - 15 November	28 January - 1 February 2013	3 - 15 November
Release of Results	3 July	27 November	8 February	27 November

Charges	Autumn Session	Spring Session	Summer Session 2012/2013	Annual Session (Autumn / Spring)
Last date to nominate full up-front payment of HECS-HELP Upfront	31 March	31 August	9 December	20 May
Due Date for HECS-HELP Upfront, Postgraduate Tuition fees	31 March	31 August	9 December	20 May
Due date for payment of International Student Tuition Fees	31 March	31 August	9 December	20 May
Census Date	31 March	31 August	9 December	20May
Graduation	Autumn Session	Spring Session	Summer Session 2012/2013	Annual Session (Autumn / Spring)
Closing Date for Applications	11 May	12 October	As per Autumn and Spring	As per Autumn and Spring
Graduation Ceremonies	18, 19, 20 July	TBA	As per Autumn and Spring	As per Autumn and Spring

Dates may be subject to change, please check closer to commencement of session.

10.3 Faculty of Education Planner 2012

The Planner (overleaf) provides a weekly guide across the year for students in all undergraduate programs as well as the GDE. This guide indicates when classes begin and end, when exams will be held and the dates for professional experience.

<http://www.uow.edu.au/content/groups/public/@web/@educ/documents/doc/uow070494.pdf>

Progression Grid for Students Commencing 2012
Bachelor of Primary Education – 879
Bachelor of Primary Education (Dean’s Scholar) – 1824

	SESSION	SUBJECTS			
YEAR 1	1 AUTUMN	EDPD101 Professional Development 1: The Learning Environment	EDFE101 Educational Foundations 1: Learning & Development	EDIC101 Teaching and Learning with Technology	EDLL101 Language and Learning
	2 SPRING	EDKL102 Language & Literacy 1: The Early Years	EDKM102 Mathematics Content & Pedagogy 1	EDKS102 K-6 Science and Technology: Curriculum and Pedagogy	EDKH102 Human Society and Its Environment: New Times, New Practices
YEAR 2	3 AUTUMN	EDCM201 Classroom Management: Creating Positive Learning Environments	EDKL201 Language & Literacy 2: Teaching Decoding and Encoding Skills	EDKP201 PD/HPE Content & Pedagogy	EDKC201 Creative Arts Education (Music and Dance) OR MATH131 * Mathematics for Primary Educators 1
	4 SPRING	EDPS202 Professional Studies 2 12cp		EDKC202 Creative Arts Education (Visual Arts and Drama) OR MATH132 ** Mathematics for Primary Educators 2	EDFE202 Educational Foundations 2: Social Cognition & Communication in Learning
YEAR 3	5 AUTUMN	EDKM301 Mathematics Content & Pedagogy 2	EDFE301 Educational Foundations 3: Sociology and Cultural Studies	EDLE301 Learners with Exceptional Needs	EDER301 Educational Research
	6 SPRING	EDKL302 Language & Literacy 3: The Later Primary Years	EDAE302 Aboriginal Education	EDTD302 Teaching for Diversity	Education Electives A Pick 1 subject from elective A or from 200/300 level from the general schedule EDEL302 Children’s Literature in the Early Years EDEM302 Mathematics Elective 1 EDEE302 Education Psychology: Effective Teaching and Learning EDEI302 Advanced use of ICT in Education EDEP302 PDHPE Elective A EDEC302 The Psychology of Exceptional Children EDES302 K-6 Science and Technology Elective 1 EDET302 Programming and Methodology in Second Language Teaching EDER302 Research Project in Education 1 EDUE324 Gender and Social Justice
YEAR 4	7 AUTUMN	EDPD401 Professional Development 3	EDSE401 Education for Social Equity (Annual Subject – 6cp)	Education Electives B Pick 1 subject from elective B or from 200/300/400 level from the general schedule EDAW401 Aboriginal Ways and Knowing EDEA402 Exploring Creativity Through Visual Arts EDEC401 Disability Issues Across the Lifespan EDEL401 Children’s Literature in the Later Primary Years EDEI401 Web-based Learning EDEM401 Mathematics Elective 2 EDEP401 PDHPE Elective B EDES401 Science and Tech – Use of ICT to Support Science and Tech EDET401 Teaching Speaking and Listening to Second Language Learners EDET402 Teaching English in International Contexts EDER401 Research Project in Education 2 EDEY401 Youth, Culture and Education	EDSD401 Education for Sustainability
	8 SPRING	EDIC402 ICT as Cognitive Tools		EDPD402 Professional Development 4: Internship 12cp	Education Electives C Pick 1 subject from elective C or from 200/300/400 level from the general schedule EDEA401 Exploring Creativity in Music and Movement EDEM402 Quality Teaching in Mathematics EDEL402 Critical Viewing and Production in Primary Years EDEH402 PDHPE Elective Health Promotion Linking Schools and Community EDEC402 Programming for Individuals with High Support Needs EDEK401 Teaching Reading and Writing to Second Language Learners EDEV402 Innovation: Technology and the Arts EDEP402 PDHPE: Coaching and Sports Administration EDRD402 Advanced Teaching of Reading Difficulties EYEK402 Engaging Koori Kids and their Families

* Students who are required to satisfy NSWIT Math requirement must complete MATH131 in place of EDKC201. EDKC201 will need to be completed in lieu of an elective
** Students who are required to satisfy NSWIT Math requirement must complete MATH132 in place of EDKC202. EDKC202 will need to be completed in lieu of an elective.

Progression Grid for Students Commencing 2012
Bachelor of Primary Education (Honours) – 879
Bachelor of Primary Education (Dean’s Scholar) Honours– 1824

	SESSION	SUBJECTS		
YEAR 4 Hons	7 AUTUMN	EDPD401 Professional Development 3 6cp	EDAR401 Advanced Research Methods 6cp	EDRT401 Thesis 24 cp
	8 SPRING	EDPD402 Professional Development 4: Internship 12cp		EDRT401 (continued) Thesis

Progression Grid for Students Commencing 2012
Bachelor of Physical and Health Education - 1810
Bachelor of Physical and Health Education (Dean's Scholar) - 1823

	SESSION	SUBJECTS			
YEAR 1	1 AUTUMN	EDIC101 Teaching and Learning with Technology	EDPH101 About Young People	EDFE101 Educational Foundations 1: Learning & Development	EDPS101 Introduction to Anatomy and Physiology
	2 SPRING	EDPM101 Foundations of Movement Skill Acquisition	EDPH102 Meanings of Health	EDPP102 Foundations of Teaching and Learning in PDHPE (PEX - Micro teaching in Primary school)	EDUP234 Exercise Physiology
YEAR 2	3 AUTUMN	EDPM201 Performing & Teaching Rhythmic Movement Activities	EDPH201 Promoting Wellbeing 1	EDPP201 Quality Teaching & Learning in Physical and Health Education	EDUP235 Biomechanics for Educators
	4 SPRING	EDPM202 Teaching and Learning Net Court, Striking and Target Games	EDPP202 Teachers as Communicators	Elective A EDER302 Research Project in Education EDPE202 Health Promotion EDPE203 Principles and Practices of Coaching EDPE204 Outdoor Education 1	EDPP302 Risk and Behaviour Management in Physical and Health Education (3 week block PEX)
YEAR 3	5 AUTUMN	EDLE301 Learners with Exceptional Needs	EDPH301 Socio-cultural perspectives on physical activity and physical education	EDPP301 Curriculum Perspectives in Physical and Health Education (4 week block PEX)	EDER301 Educational Research & Action Learning
	6 SPRING	EDPM301 Teaching and Learning Invasion Games	EDPH302 Promoting Well-being 2	EDAE302 Aboriginal Education	Elective B EDER302 Research Project in Education EDPE202 Health Promotion EDPE203 Principles and Practices of Coaching EDPE204 Outdoor Education 1
YEAR 4	7 AUTUMN	EDPM401 Promoting Lifelong Physical Activity	EDPH401 Application of Health Education in School and Community Settings	Elective C EDPE401 Sports Studies 1 EDPE402 Community placement EDPE403 Intervention Skills for Teachers EDPE404 Outdoor Education 2 EDPE406 Advanced Exploration of Games and Sports	Elective D EDPE405 Sports Studies 2 EDPE402 Community placement EDPE403 Intervention Skills for Teachers EDPE404 Outdoor Education 20 EDPE406 Advanced Exploration of Games and Sports
	8 SPRING	EDPP402 Leadership, Management and Professional Learning in Physical and Health Education 12 credit points			EDPP403 Internship 7wks 12 credit points

Progression Grid for Students Commencing 2012
Bachelor of Physical and Health Education (Honours) – 1810
Bachelor of Physical and Health Education (Dean’s Scholar) Honours- 1823

	SESSION	SUBJECTS			
YEAR 3 HONS	5 AUTUMN	EDLE301 Learners with Exceptional Needs	EDPH301 Socio-cultural perspectives on physical activity and physical education	EDPP301 Curriculum Perspectives in Physical and Health Education (4 week block PEX)	EDER301 Educational Research & Action Learning
	6 SPRING	EDPM301 Teaching and Learning Invasion Games	EDPH302 Promoting Well-being 2	EDAE302 Aboriginal Education	EDPR401 Honour Thesis 18 credit points
YEAR 4 HONS	7 AUTUMN	EDPM401 Promoting Lifelong Physical Activity	EDPH401 Application of Health Education in School and Community Settings	EDPR401 (continued) Honours Thesis	
	8 SPRING	EDPP402 Leadership, Management and Professional Learning in Physical and Health Education 12 credit points		EDPP403 Internship 7wks 12 credit points	

Progression Grid for Students Commencing 2012 – Standard Progression
Bachelor of Education – The Early Years (1816)
Bachelor of Education – The Early Years (Dean’s Scholar) - 1821

	SESSION	SUBJECTS			
Year 1	1 Autumn	EYMP101 Early Childhood Contexts 1	EDFE101 Education Foundations 1: Learning and Development	EYPP101 Play and Pedagogy	EDIC101 Learning and Teaching with Technology
	2 Spring	EYLL102 Language and Literacy in Early Childhood	EYFE102 Childhood Sociology: Children in the Family, community and society	EYPD102 Observing Children	EYCA102 Creative Arts in E/C
Year 2	3 Autumn	EDFE301 Education Foundations 3 – Sociology and Culture Studies	EYCB201 Guiding Children’s Behaviour	EYDC201 Child Development and Care	EYPD201 Curriculum Content and Programming
	4 Spring	EYPE202 Physical environment: Learning inside and outside of the classroom	EYHS202 Children’s Health, Safety and Well-being	EDAE302 Aboriginal Education	Elective 1 EYEM202 Music and Movement in Early childhood EYEN202 Mathematics in Early Childhood Or any 100, 200, or 300 level subjects from the Faculty of Education or the general schedule with Academic advice
Year 3	5 Autumn	EYMP301 Management of EC Services - Administration	EYEP301 Effective Partnerships for Early Childhood Professionals	EYDC301 Physical Care and Development of Babies and Toddlers	EDER301 Educational Research
	6 Spring	EYFE302 Historical and Philosophical Perspectives in E/C Education	EYPD302 Early Childhood Contexts 2	EYLL302 Developing Babies’ and Toddlers’ Language Interactions	Elective 2 EYEM202 Music and Movement in Early Childhood EYEN202 Mathematics in Early Childhood Or any 200, 300 or 400 level subjects from the Faculty of Education or the general schedule with Academic advice
Year 4	7 Autumn	EYPD401 Early Years Project	EYMP401 Advocacy and Leadership	EYTS401 Transition To School	EYFE401 Early Intervention – a broad approach
	8 Spring	EYPD401 (continued) Early Years Project	EYFE402 Contemporary Theories and Practice in Early Childhood	EYLL402 Children’s Literature in the Early Years	Elective 3 EYER402 Researching Children EYEK402 Engaging Koori Kids EYST402 Science and Technology for Young Children Or any 200, 300 or 400 level subjects from the Faculty of Education or the general schedule with Academic advice

Progression Grid for Students Commencing 2012 – Standard Progression
Bachelor of Education – The Early Years (Honours) (1816)
Bachelor of Education – The Early Years (Dean’s Scholar) Honours - 1821

	SESSION	SUBJECTS		
Year 4 Hons	7 Autumn	EYRT401 Thesis in Early Childhood 24 credit Points	EYCR400 Contemporary Research Issues in Early Childhood 12 credit points	EDAR401 Advanced Research Method
	8 Spring	EYRT401 (continued) Thesis in Early Childhood	EYCR400 (continued) Contemporary Research Issues in Early Childhood	Elective 3 EYER402 Researching Children EYEK402 Engaging Koori Kids EYST402 Science and Technology for Young Children Or any 200, 300 or 400 level subjects from the Faculty of Education or the general schedule with Academic advice

Bachelor of Education – The Early Years Mixed Progression
Bachelor of Education – The Early Years – 1816
Bachelor of Education – The Early Years (Dean’s Scholar) – 1821

	SESSION	SUBJECTS			
Year 1	1 Autumn	EYEP301 Effective Partnerships for Early Childhood Professionals	EYCB201 Guiding Children’s Behaviour	EYPD201 Curriculum Content and Programming	EDIC101 Learning and Teaching with Technology
	2 Spring	EYLL102 Language and Literacy in Early Childhood	EYFE102 Childhood Sociology: Children in the Family, community and society	EYPE202 Physical environment: Learning inside and outside of the classroom	EDAE 302 Aboriginal Education
Year 2	3 Autumn	EYMP301 Management of EC Services - Administration	EDFE301 Education Foundations 3 – Sociology and Culture Studies	EYDC301 Physical Care & Development of Babies & Toddlers (equivalent: ECEB302)	EDER301 Educational Research
	4 Spring	EYFE302 Historical and Philosophical Perspectives in E/C Education	EYLL302 Developing Babies’ and Toddlers’ Language Interactions	EYPD302 Early Childhood Contexts 2	Elective 2 EYEM202 Music and Movement in Early Childhood EYEN202 Mathematics in Early Childhood Or any 200, 300 or 400 level subjects from the Faculty of Education or the general schedule with Academic advice
Year 3	5 Autumn	EYPD401 Early Years Project	EYMP401 Advocacy and Leadership	EYTS401 Transition To School	EYFE401 Early Intervention – a broad approach
	6 Spring	EYPD401 (continued) Early Years Project	EYFE402 Contemporary Theories and Practice in Early Childhood	EYLL402 Children’s Literature in the Early Years	Elective 3 EYER402 Researching Children EYEK402 Engaging Koori Kids EYST402 Science and Technology for Young Children Or any 200, 300 or 400 level subjects from the Faculty of Education or the general schedule with Academic advice

Bachelor of Education – The Early Years (Honours) Mixed Progression

	SESSION	SUBJECTS		
Year 3 Hons	5 Autumn	EYRT401 Thesis in Early Childhood 24 credit Points	EYCR400 Contemporary Research Issues in Early Childhood 12 credit points	EDAR401 Advanced Research Method
	6 Spring	EYRT401 (continued) Thesis in Early Childhood	EYCR400 (continued) Contemporary Research Issues in Early Childhood	Elective 3 EYER402 Researching Children EYEK402 Engaging Koori Kids EYST402 Science and Technology for Young Children Or any 200, 300 or 400 level subjects from the Faculty of Education or the general schedule with Academic advice

Progression Grid for Students Commencing 2012
Bachelor of Mathematics Education - 886
Bachelor of Mathematics Education (Dean's Scholar) - 1822

SESSION		SUBJECTS			
Year 1	1 Autumn	EDPD105 Professional Community 1: The Learning Environment	MATH187 Mathematics 1: Algebra and Differential Calculus	ISIT111 Programming concepts OR CSCI114⁺ Procedural Programming	STAT131 Understanding Variation and Certainty
	2 Spring	EDFE101 Education Foundations 1: Learning and Development	MATH188 Mathematics 2: Series and Integral Calculus	MATH121 Discrete Mathematics	General Schedule Elective OR MATH111⁺ Applied Mathematical Modelling 1
Year 2	3 Autumn	EDCM201 Classroom Management Creating Positive Learning Environments	EDLE301 Learners with Exceptional Needs	MATH201 Multivariate and Vector Calculus	MATH203 Linear Algebra
	4 Spring	EDPD204 Professional Community 2: Mathematics Teaching	EDFE301 Education Foundations 3: Sociology and Cultural Studies	MATH202 Differential Equations 2	MATH111 Applied Mathematical Modelling 1 OR MATH204⁺ Complex Variables and Group Theory
Year 3	5 Autumn	EDPD304 Professional Community 3: Mathematics Teaching	Elective*	Elective*	STAT231 Probability and Random Variables
	6 Spring	EDAE302 Aboriginal Education	Elective*	MATH204 Complex Variables and Group Theory OR Elective**	STAT232 Estimation and Hypothesis Testing
Year 4	7 Autumn	EDHP401 Issues in Health and Physical Activity	Elective*	Elective*	Elective*
	8 Spring	EDLA402 Understanding Literacy Needs of Adolescents	EDPD405 Critical Approaches to Curriculum and Pedagogy	EDPD404 Professional Community 4: Mathematics Teaching (12 credit points)	

* At least 5 of the electives must be MATH subjects at 300 Level or higher. One of these electives may be substituted by MATH222. The remaining 2 elective subjects may be selected from the general schedule at any level

* Students must seek advice from Program Director before selecting this option.

**Progression Grid for Students Commencing 2012
Bachelor of Science Education - 887
Bachelor of Science Education (Dean's Scholar) - 1825**

SESSION		SUBJECTS			
YEAR 1	1 Autumn	EDPD105 Professional Community 1: The Learning Environment	One of: MATH141* Foundations of Engineering Mathematics; or MATH151** General Mathematics 1A; or MATH187* Mathematics 1: Algebra & Differential Calculus	CHEM101 Chemistry 1A: Introductory Physical and General Chemistry	BIOL104 Evolution, Biodiversity and Environment
	2 Spring	EDFE101 Education Foundations 1: Learning and Development	One of: STAT252 Statistics for the Natural Sciences; or MATH142* Essentials of Engineering Mathematics; or MATH188* Mathematics 2: Series and Integral Calculus	CHEM102 Chemistry 1b: Structure and Reactivity of Molecules for Life	BIOL103[^] Molecules, Cells and Organisms [^] Students with Physics may complete either BIOL103 or EESC102
YEAR 2	3 Autumn	EDCM201 Classroom Management Creating Positive Learning Environments	EDLE301 Learners with Exceptional Needs	PHYS141 Physics 1A	EESC101 Planet Earth
	4 Spring	EDPD206 Professional Community 2: Science Teaching	EDFE301 Education Foundations 3: Sociology and Cultural Studies	PHYS142 Physics 1B	EESC102^{^^} Earth, Environment and Resources ^{^^} Students with Physics must substitute EESC102 with MATH202
YEAR 3	5 Autumn	EDPD306 Professional Community 3: Science Teaching	Subject from selected teaching area	Subject from selected teaching area	Subject from selected teaching area
	6 Spring	EDAE302 Aboriginal Education	General schedule elective (students undertaking Physics are required to select subjects from teaching area).	Subject from selected teaching area	Subject from selected teaching area
YEAR 4	7 Autumn	EDHP401 Issues in Health and Physical Activity	***General schedule elective (optional) (students undertaking Physics are required to select subjects from teaching area).	Subject from selected teaching area	Subject from selected teaching area
	8 Spring	EDLA402 Understanding Literacy Needs of Adolescents	EDPD405 Critical Approaches to Curriculum and Pedagogy	EDPD406 Professional Community 4: Science Teaching (12 cp)	

Notes:

* Students wishing to study Physics beyond 100 level will need to complete either:

1. MATH187 and MATH188; OR
2. MATH141 and MATH142 at least at CREDIT level.

** Students who study General Mathematics at HSC level, or equivalent, are required to complete MATH151

*** Semester 7 (4th year second session) general schedule is optional, except for Physics. This is a result of the 300-level Science subjects being weighted at 8 cp, thereby reducing the overall number of subjects required to meet the minimum requirements for the course. Students may opt to complete a general schedule elective in excess of the minimum requirement of 192 credit points.

Selected Teaching Areas:

TEACHING AREA	Required 200-level subjects (both compulsory)	Recommended 200-level subjects (choose 2)	Recommended 300-level subjects (choose 3) (all 8cp)
Chemistry	<p>CHEM211 (Autumn) Inorganic Chemistry II</p> <p>CHEM212 (Autumn) Organic Chemistry II</p>	<p>CHEM213 (Spring) Molecular Structure, Reactivity and Change</p> <p>CHEM214 (Spring) Analytical and Environmental Chemistry II</p> <p>Any other 200-level Science subject with permission from the Program Director</p>	<p>CHEM321 (Spring) Organic Synthesis and Reactivity</p> <p>CHEM320 (Spring) Bioinformatics: From Genome to Structure</p> <p>CHEM314 (Autumn) Instrumental Analysis</p> <p>CHEM327 (Autumn) Environmental Chemistry</p> <p>Any other 300-level Science subject with permission from the Program Director</p>
Earth and Environmental Science	<p>EESC203 (Autumn) Biogeography and Environmental Change</p> <p>EESC204 (Autumn/Spring) Introductory Spatial Science</p>	<p>EESC250 (Summer) Field Geology</p> <p>EESC202 (Spring) Soils, Landscapes and Hydrology</p> <p>CHEM214 (Spring) Analytical and Environmental Chemistry</p> <p>Any other 200-level Science subject with permission from the Program Director</p>	<p>EESC301 (Autumn) Plate Tectonics, Macrotopology and Earth History</p> <p>EESC309 (Autumn) Dung, Death and Decay: Modern Scientific Methods in Archaeology</p> <p>EESC305 (Autumn) Remote Sensing of the Environment</p> <p>ENVI391 (Spring) Environmental Science</p> <p>Any other 300-level Science subject with permission from the Program Director</p>
Physics	The following 3 subjects:	The following 3 subjects:	The following 3 subjects:
	<p>MATH201 (Autumn) Multivariate and Vector Calculus</p> <p>PHYS205 (Autumn) Advanced Modern Physics</p> <p>PHYS235 (Autumn) Mechanics and Thermodynamics</p>	<p>PHYS390 (Autumn) Astrophysics</p> <p>PHYS215 (Spring) Vibrations, Waves and Optics</p> <p>PHYS225 (Spring) Electromagnetism and Optoelectronics</p>	<p>PHYS356 (Autumn) Physics of Detectors and Imaging</p> <p>PHYS305 (Autumn) Quantum Mechanics</p> <p>PHYS325 (Autumn) Electromagnetism</p>

TEACHING AREA	The following 3 subjects:	2 subjects from the following:	2 subjects from the following:
General Biology	BIOL105 (Autumn) Functional Biology of Animals & Plants BIOL213 (Autumn) Principles of Biochemistry BIOL251 (Autumn) Principles of Ecology	BIOL215 (Spring) Introductory Genetics BIOL241 (Spring) Biodiversity: Classification and Sampling OR MARE200 (Autumn) Introduction to Oceanography	BIOL240 (Autumn) Functional Biology of Plants and Animals OR MARE200 (Autumn) Introduction to Oceanography BIOL303 (Autumn) Biotechnology: Applied Cell and Molecular Biology OR BIOL320 (Autumn) Molecular Cell Biology OR BIOL332 (Autumn) Ecological and Evolutionary Physiology OR BIOL351 (Autumn) Conservation Biology: Marine and Terrestrial Populations OR MARE300 (Spring) Fisheries and Aquaculture
Cell and Molecular Biology	3 subjects from the following: BIOL105 (Autumn) Functional Biology of Animals & Plants BIOL213 (Autumn) Principles of Biochemistry BIOL240 (Autumn) Functional Biology of Plants and Animals OR MARE200 (Autumn) Introduction to Oceanography	The following 2 subjects: BIOL215 (Spring) Introductory Genetics CHEM320 (Spring) Bioinformatics: From Genome to Structure	The following 2 subjects: BIOL303 (Autumn) Biotechnology: Applied Cell and Molecular Biology BIOL320 (Autumn) Molecular Cell Biology
Ecology and Evolution	3 subjects from the following: BIOL213 (Autumn) Principles of Biochemistry BIOL251 (Autumn) Principles of Ecology BIOL105 (Autumn) Functional Biology of Animals & Plants OR BIOL240 (Autumn) Functional Biology of Plants & Animals	2 Subjects from the following: BIOL355 (Spring) Marine and Terrestrial Ecology BIOL241 (Spring) Biodiversity: Classification and Sampling OR MARE200 (Autumn) Introduction to Oceanography	2 subjects from the following: BIOL351 (Autumn) Conservation Biology: Marine and Terrestrial Populations BIOL332 (Autumn) Ecological and Evolutionary Physiology OR MARE300 (Spring) Fisheries and Aquaculture

