



Education Handbook 2010

**Pre-Enrolment Information for
Graduate Diploma of Education
(Secondary)
Master of Teaching (Secondary)**

**MORLING
COLLEGE**

The Baptist Bible and Theological College of NSW

WELCOME!

If you are reading this booklet, then you are thinking about your future. Your future is obviously important to you. It is also important to those who care for you. We also want to provide you with enough information at this point in your decision making so that you are safe (i.e. you know what we are offering) and cared for (i.e. you know that we are available to answer any further questions or concerns that you might have).

This then is the purpose and format of this booklet – to provide you with the basics of the whole course, the components within it, and the structures in which it is taught, to help you with your decision making.

In summary, the course is a Christian, fully accredited, secondary (high school) teacher training course. Apart from a one week intensive at the very start of the whole program, the course is done by distance education (with lots of support from us) and by you being involved in schools (with lots of support from them and us). At the successful completion of the course, you will be able to be registered with the NSW Institute of Teachers to teach in any secondary school in NSW (and where-ever its standards are accepted around the nation and the world).

The course therefore covers, fulfils and equips you to teach in all of the required elements and standards of the NSW Institute of Teachers – we believe that this can be the start of you teaching with an excellent understanding of the technical processes involved in and around the classroom.

The belief focus within the course is Christian. All of the teacher trainers are believers in what Jesus Christ taught, did, and is doing. This frame of reference is not artificially tacked on to what we do and how we do it. It is central to our consideration of what we teach and how we teach it. We invite you to consider this deeper level of meaning to teaching and learning – we believe that this can be the start of you teaching excellently as a Christian.

May God's grace be with you at this important moment in His time: *And this is my prayer: that your love may abound still more in knowledge and depth of insight, that you may be able to discern what is best... Each one should use whatever gift he has received to serve others... as good stewards of the manifold grace of God¹.*

Shalom,

Stephen

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¹ Philippians 1:9,10 & 1 Peter 4:10 – NIV / NKJV

Why Do We Have This Course?

Christian Schools are one of the fastest growing school sectors in Australia and as such have an increasing demand for teachers that have been trained in an integrated philosophy of Christian education. Among those schools is a call for the creation of a pre-service teacher training course which will satisfy the requirements of the NSW Institute of Teachers as well as integrate the ethos of the school movement into the curriculum. Therefore, one reason this degree has been created is because of the request of Christian Schools Australia, the major peak body representing the sector, as well as individual principals and school boards across NSW.

There are also Christian people who are interested in teaching in many diverse places. This course enables people to be qualified in all schools – but with a framework that is focussed on thinking and acting as a Christian whilst undertaking teaching and learning in any context.

Thus, the program is designed to prepare candidates to teach subjects in Christian or other schools. One of the parameters for applying is that applicants have the undergraduate academic qualifications required by the Standards of the NSW Institute of Teachers in order to teach students in years 7-12 in NSW secondary schools. Currently, our designated areas for secondary training in which our Student Teachers can qualify to teach include:

- English
- Drama
- History
- Mathematics
- Music
- Society & Culture
- Studies of Religion.

The table below (in the 'Entry Requirements' section) explains what type of undergraduate (first degree) qualifications applicants need in order to qualify to train in these specialist areas. Student Teachers can choose one or two methods in the normal program

The NSW Institute of Teachers has legislative authority to describe the essential knowledge and skill components of teacher training and teacher practice in this state. In order for our Students Teachers to understand this process more clearly, our learning outcomes, content and assessment tasks of course units and the criteria for assessment of Professional Experience have been detailed and mapped against the Graduate Standards of the NSW Institute of Teachers.

Course Structure

The course structure is based around 'units' of work. A unit of work is like doing a subject for a term or semester. Units can have different values because some of them require more work and time than others. Therefore, they are assigned credit points based on how many hours you are expected to (normally) take when doing the unit. The Grad Dip Ed course consists of a total 52 credit points where 1 credit point represents 30 hours of study or equivalent in Professional Experience. Student Teachers may undertake to study part-time to a maximum candidature of four (4) years.

- *The Normal Course Structure in Units:*
 - 15 Units of varying credit points over 1.5 years if studying Full Time (Normal Mode). These 15 units are comprised of:
 - +6 Teaching Core Units (everyone does these units)
 - +4 Designated Area Units (your choice of 2 specialist subject areas)
 - +2 Core Structured In School Experience Units (where you observe things at a school)

+3 Core Professional Experience Units (where you observe and undertake duties at school)

- Your choice of specialist subjects:
 - Designated Areas include English, Mathematics, History, Music, Drama, Society and Culture, and Studies of Religion. Students normally choose two of these, but can graduate with one teaching area. Then they would have only 13 units to complete.

Course Content - Table I

Course Content	Credit Points
Core Teaching Units	<ul style="list-style-type: none"> • EDGDE401 - Basics for Teachers 5 • EDGDE402 - Biblical Studies 4 • EDGDE403 - Secondary Pastoral Care & Management Systems 4 • EDGDE404 –Student Diversity in Education 3 • EDGDE411 - Psychology for Teachers of Adolescents & Young Adults 3 • EDGDE413 - Special Education 3
Core Practical Units	<ul style="list-style-type: none"> • EDGDE471 - Structured in School Experience I 2 • EDGDE472 - Structured in School Experience II 2 • EDGDE461 - Professional Experience I 3 • EDGDE462 - Professional Experience II 3 • EDGDE463 - Professional Experience III 4
Designated Area of Course Units ²	<ul style="list-style-type: none"> • <i>English</i> -EDGDE441 - English Method I 4 -EDGDE451 - English Method II 4
	<ul style="list-style-type: none"> • <i>Mathematics</i> -EDGDE442 - Mathematics Method I 4 -EDGDE452 - Mathematics Method II 4
	<ul style="list-style-type: none"> • <i>History</i> -EDGDE443 - History Method I 4 -EDGDE453 - History Method II (Ancient or Modern) 4
	<ul style="list-style-type: none"> • <i>Music</i> -EDGDE444 - Music Method I 4 -EDGDE454 - Music Method II 4
	<ul style="list-style-type: none"> • <i>Drama</i> -EDGDE445 - Drama Method I 4 -EDGDE455 - Drama Method II 4
	<ul style="list-style-type: none"> • <i>HSIE</i> -EDGDE446 – HSIE Method I (Geography or Commerce) 4 -EDGDE456 - Society and Culture Method II 4
	<ul style="list-style-type: none"> • <i>Studies of Religion</i> -EDGDE447 - Studies of Religion Method I 4 -EDGDE457 - Studies of Religion Method II 4

² Students choose two Designated Areas and complete two units for each Designated Area.

Course Delivery

The main mode of delivery in all of the units will be distance education. However, the initial course unit 'Basics of Teaching' will be introduced in an intensive mode in the week preceding Term 1 Year 1 on site at Morling College, Sydney. This will introduce the concepts and structures of the degree that form an integral part of the course unit 'The Basics of Teaching' and the whole program.

Normal Mode for the Grad Dip Ed:

The Normal organisational structure will be a Grad Dip Ed consisting of 15 course units completed over 6 terms of 10-11 weeks/term (i.e. 1.5 years). The term arrangement is designed to coincide with school terms to facilitate access of Student Teachers to schools where they will do their Professional Experience programs. It also provides flexibility for Student Teachers who are parents. This normal mode is based on choosing two specialist subject methods.

Another aspect of the structure is that it enables Student Teachers become accustomed to their future professional cycle of life (the terms can be thought of as 'seasons of the school year'). The tables below outline the normal progression through the Grad Dip Ed:

TERM 1

NO	UNIT	CREDIT	HOURS
EDGDE401	Basics for Teachers	5 pts	150 hrs (30 hrs on College campus; 120 hours distance education)
EDGDE402	Biblical Studies I	4 pts	120 hrs
	Totals for Term 1	9 pts	270 hrs

TERM 2

No	UNIT	CREDIT	HRS
EDGDE404	Student Diversity in Education	3 pts	90 hrs
EDGDE411	Psychology for Teachers of Adolescents & Young Adults I	3 pts	90 hrs
EDGDE403	Secondary Pastoral Care & Management Systems I (part 1)	2 pts	60 hrs
	Totals for Term 2	8 pts	240 hrs

TERM 3 – you will choose one of your specialist subjects here

No	UNIT	CREDIT	HRS
EDGDE403	Secondary Pastoral Care & Management Systems I (part 2)	2 pts	60 hrs
EDGDE472	Structured in School Experience I	2 pts	60 hrs over 10 weeks (1 day per week over 10 weeks)
EDGDE441	English I	4 pts	120 hrs
EDGDE442	Mathematics I	4 pts	120 hrs
EDGDE443	History I	4 pts	120 hrs
EDGDE444	Music I	4 pts	120 hrs
EDGDE445	Drama I	4 pts	120 hrs
EDGDE446	HSIE (GEOGRAPHY OR COMMERCE) I	4 pts	120 hrs
EDGDE447	Studies of Religion I (Biblical Studies Method)	4 pts	120 hrs
	Totals for Term 3	8 pts	240 hrs

NB. Shaded Designated Areas – students complete one of the seven designated areas in this term.

TERM 4 - you will choose the second of your specialist subjects here

No	UNIT	CREDIT	HRS
EDGDE413	Special Education	3 pts	90 hrs
EDGDE461	Professional Experience I	3 pts	90 hrs 15 consecutive days over 3 weeks
EDGDE441	English I	4 pts	120 hrs
EDGDE442	Mathematics I	4 pts	120 hrs
EDGDE443	History I	4 pts	120 hrs
EDGDE444	Music I	4 pts	120 hrs
EDGDE445	Drama I	4 pts	120 hrs
EDGDE446	HSIE (GEOGRAPHY OR COMMERCE) I	4 pts	120 hrs
EDGDE447	Studies of Religion I (Biblical Studies Method)	4 pts	120 hrs
	Totals for Term 4	10 pts	300 hrs

NB. Shaded Designated Areas – students complete one of the seven designated areas in this term.

TERM 5 - you will choose the second part of one of your specialist subject here

No	UNIT	CREDIT	HRS
EDGDE473	Structured In School Experience II	2 pts	60 hrs 1 day per week for 10 weeks
EDGDE462	Professional Experience II	3 pts	90 hrs 15 consecutive days over 3 weeks
EDGDE451	English II	4 pts	120 hrs
EDGDE452	Mathematics II	4 pts	120 hrs
EDGDE453	History II (Ancient or Modern)	4 pts	120 hrs
EDGDE454	Music II	4 pts	120 hrs
EDGDE455	Drama II	4 pts	120 hrs
EDGDE456	Society and Culture II	4 pts	120 hrs
EDGDE457	Studies of Religion II	4 pts	120 hrs
	Totals for Term 5	9 pts	270 hrs

NB. Shaded Designated Areas – students complete one of the seven designated areas in this term.

TERM 6 - you will choose the second part of your other specialist subject here

No	UNIT	CREDIT	HRS
EDGDE463	Professional Experience III	4 pts	120 hrs 20 consecutive days over 4 weeks
EDGDE451	English II	4 pts	120 hrs
EDGDE452	Mathematics II	4 pts	120 hrs
EDGDE453	History II (Ancient or Modern)	4 pts	120 hrs
EDGDE454	Music II	4 pts	120 hrs
EDGDE455	Drama II	4 pts	120 hrs
EDGDE456	Society and Culture II	4 pts	120 hrs
EDGDE457	Studies of Religion II	4 pts	120 hrs
	Totals for Term 6	8 pts	240 hrs

NB. Shaded Designated Areas – students complete one of the seven designated areas in this term.

Note that if you are only choosing ONE SPECIALIST SUBJECT, then your course will only have 13 units, but you will still graduate with a Grad Dip Ed, and are eligible to apply for the Master of Teaching extension. You will only be certified to teach in that one subject area.

Accelerated Mode for the Grad Dip Ed:

There is also provision for an Accelerated structure for the Grad Dip Ed degree. The course units to be completed are the same as those for the Normal Grad Dip Ed but will be completed in 4 X 10-11 week terms (2 semesters). *This means that instead of the usual average of 8 or 9 credit points per term, the Accelerated Mode students will do about 13 to 14 credit point hours per term.*

The accelerated structure provides the flexible opportunity for accelerated movement through the degree for those candidates who already can demonstrate competency in some of the areas of practice for effective classroom teaching. Candidates accepted into the Accelerated Mode are likely to be:

- of mature age
- have had professional or substantial equivalent experience with young people
- and / or have developed skills and understandings essential to effective teaching.
- Some candidates in the accelerated structure may also be given credit for parts of course units and/or assessment tasks on the basis of portfolio evidence.

This option may be well suited to those who already have employment in a school as a Conditionally Accredited Teacher with the NSW IoT.

The tables below summarise the normal mode of progression for the Accelerated Mode for the Grad Dip Ed:

TERM 1

NO	UNIT	CREDIT	HOURS
EDGDE401	Basics for Teachers	5 pts	150 hrs Independent Module (30 hrs on College campus; 120 hours distance education)
EDGDE472	Structured in School Experience I	2 pts	60 hrs over 10 weeks (1 day per week over 10 weeks)
EDGDE402	Biblical Studies	4 pts	120 hrs
EDGDE404	Student Diversity in Education**	3 pts	90 hrs
	Totals for Term 1	14 pts	420 hrs

TERM 2

No	UNIT	CREDIT	HRS
EDGDE411	Psychology for Teachers of Adolescents & Young Adults	3 pts	90 hours
EDGDE413	Special Education	3pts	90 hours
EDGDE403	Secondary Pastoral Care & Management Systems	4 pts	120 hrs
EDGDE461	Professional Experience I	3 pts	90 hrs - 15 consecutive days over 3 weeks
	Totals for Term 2	13 pts	390 hrs

TERM 3 – you will choose both of your specialist subjects here

No	UNIT	CREDIT	HRS
EDGDE441	English I	4 pts	120 hrs
EDGDE442	Mathematics I	4 pts	120 hrs
EDGDE443	History I	4 pts	120 hrs
EDGDE444	Music I	4 pts	120 hrs
EDGDE445	Drama I	4 pts	120 hrs
EDGDE446	HSIE (Geography or Commerce) I	4 pts	120 hrs
EDGDE447	Studies of Religion I (Biblical Studies)	4 pts	120 hrs

	Method)		
EDGDE473	Structured In School Experience II	2 pts	60 hrs - 1 day per week for 10 weeks
EDGDE462	Professional Experience II	3 pts	90 hrs - 15 consecutive days over 3 weeks
	Totals for Term 3	13 pts	390 hrs

TERM 4 - you will choose the second part of both of your specialist subjects here

No	UNIT	CREDIT	HRS
EDGDE451	English II	4 pts	120 hrs
EDGDE452	Mathematics II	4 pts	120 hrs
EDGDE453	History II (Ancient or Modern)	4 pts	120 hrs
EDGDE454	Music II	4 pts	120 hrs
EDGDE455	Drama II	4 pts	120 hrs
EDGDE456	Society and Culture II	4 pts	120 hrs
EDGDE457	Studies of Religion II	4 pts	120 hrs
EDGDE463	Professional Experience III	4 pts	120 hrs - 20 consecutive days over 4 weeks
	Totals for Term 4	13 pts	360 hrs

NB Designated Areas shaded - students choose two out of seven course units.

Note that choosing ONE SPECIALIST SUBJECT would make Terms 3 and 4 less crowded, but would only be certified to teach in that specialist subject.

Normal Mode for the M Teach:

The Master of Teaching degree is designed to accommodate those Student Teachers who have performed to a high standard in their Graduate Diploma of Education degree in both coursework and Professional Experience and would like to develop their professional skills to a higher level.

The focus of the additional work in the Master of Teaching degree is on developing understandings and skills for the evidence-based investigation of professional practice in classroom and school contexts, and employing these in an Action Research project. Such understandings and skills are essential for those teachers who wish to systematically improve their own professional practice and to gain leadership positions to improve the effectiveness of the schools in which they work. Such understandings and skills are central in meeting Element 6 of the NSW IT Graduate Teacher Professional Standards (Element 6 says that TEACHERS CONTINUALLY IMPROVE THEIR PROFESSIONAL KNOWLEDGE AND PRACTICE).

The structure of the M Teach is:

- All Course units for Graduate Diploma of Education; and
- 3 additional core units including a 50 day Internship and Action Research Project of 4000 words. The duration of the additional units will be one term (10-11 weeks); Student Teachers during this time will be placed in a school for further Professional Experience while completing the research for the Action Research report.

Student Teachers completing the Normal Mode of Progression for the Grad Dip Ed (1.5 years) would indicate their intention to enrol in the M Teach during Term 6 of the degree. Their enrolment would be confirmed at the end of Term 6. They would then complete the additional three course units during Term 7 and be eligible for conditional casual teaching and employment in the last school term of the year, one term later than those who exited with the Graduate Diploma of Education (Normal Mode) degree.

Normal Progression for the M Teach

The course structure for the Master of Teaching is outlined below for those students who have completed all course requirements for the Graduate Diploma of Education under the Normal Progression Mode (over 1.5 years).

TERM 7

No	UNIT	CREDIT	HRS
EDMT490	Investigating Classroom and School Practice	3 pts	90 hrs
EDMT491	Action Research Report	3 pts	90 hrs
EDMT492	Internship	4 pts	120 hrs
	Totals for Term 7	10 pts	300 hrs

Accelerated Mode for the M Teach:

Those Student Teachers completing the Accelerated Mode (one year) program would signal their intention to enrol in the M Teach during Term 4 and would have their enrolment confirmed at the end of this term. They would then complete the course unit 'Investigating Classroom and School Practice' during the summer recess (December-January). The Action Research Project would be completed during Terms 1 and 2 of their first year of teaching. This arrangement is designed to provide for the continuance of an Accelerated Mode through the M Teach for those candidates whose previous knowledge, experience and skills have already been recognised.

Note that there is no internship for those students completing the Master of Teaching under the Accelerated Mode if their grade level is maintained at Credit or higher during in their applied course (which needs to be the case to qualify for the M Teach).

The course structure for the Master of Teaching is outlined below for those students who have completed all course requirements for the Graduate Diploma of Education under the Accelerated Mode (over 1 year).

SUMMER SESSION

No	UNIT	CREDIT	HRS
EDMT490	Investigating Classroom and School Practice	3 pts	90 hrs
	Totals for Summer Recess	3 pts	90 hrs

TERMS 1 AND 2 IN FIRST YEAR OF TEACHING

No	UNIT	CREDIT	HRS
EDMT491	Action Research Report	3 pts	90 hrs
	Totals for Term 1	3 pts	90 hrs

NB. There is no internship for those students completing the Master of Teaching under the Accelerated Mode if their grade level is maintained at Credit or higher during in their applied course (which needs to be the case to qualify for the M Teach).

Entry Requirements and Prerequisite or Assumed Knowledge

All candidates will apply directly to the College for enrolment. You will need to demonstrate the following as part of your application:

1. Completion of an appropriate undergraduate Bachelor degree in the specialist discipline areas in which you enrol to teach. This is the evidence of attaining Element 1 Aspect 1.1.1 of the NSW Institute of Teachers Standards (this element says that you will be able to “Demonstrate relevant knowledge of the central concepts, modes of enquiry and structure of the content/discipline(s)”) – see Table 2 below);
2. Evidence of attainment of Band 4 English at the Higher School Certificate or equivalent. If this is not the case, then you will be expected to successfully complete additional study in English language equivalent to this level, prior to graduation;
3. Progressive willingness to undertake working safely with children procedures – i.e. all candidates on enrolment will undergo a police criminal record check and will complete a Non Prohibited Employment Declaration prior to any entry into schools. All Student Teachers will also be required to complete mandatory child protection training prior to commencing any contact with or work in schools. This is part of the week induction component of the initial course unit 'The Basics of Teaching'.
4. This program provides tertiary education with a distinctively Christian educational philosophy. The course is open to anyone who meets the requirements for admission as outlined above and who accepts the faith statements, vision and aims of the College and the ethos of the course.

ACCELERATED MODE COURSE ADMISSION

If you are interested in shortening your studies by six months (the normal length for the Grad Dip Ed is 18months – extension to a M Teach is another 6 months), you may wish to consider the accelerated mode as described above. Those admitted into the Accelerated Mode will be persons who through previous academic, work and life experience can demonstrate the capacity for completing successfully a more intensive rigorous program of intellectual study as well as strong experience in those competencies essential for becoming an effective teacher. Specifically, candidates enrolled in the accelerated program will demonstrate by presenting a portfolio:

- a) a strong and successful record of previous academic study;
- b) evidence of significant engagement with young people and professional interaction with groups of young people;
- c) a high level of interpersonal skills in communication either through references or at interview.

CHECKING MY UNDERGRADUATE QUALIFICATIONS

An applicant may be admitted to this course upon successful completion of an appropriate undergraduate degree. Applicants must have their undergraduate degree assessed with regards to fulfilling the criteria for selection of Designated Areas. Undergraduate studies must include study in a Designated Area (specialist subject) related to a school subject as follows:

- a minimum of 6 sequential semester-long units of discipline knowledge in a designated area (equivalent to a minimum of three academic years of study in the designated area) and
- at least 4 of these units at level 2 (year 2) or above.

A second designated area (specialist subject) requires 4 units with 2 units at level 2 or above.

The following chart details admission standards for Designated Areas of studies undertaken in the Grad Dip Ed (Secondary):

TABLE 2

Method	Admission Criteria
English	Major in English with at least 3 units of a strong core of textual studies including literature. Other units may include studies in: <ul style="list-style-type: none"> • communications • creative writing • linguistics • media studies
Mathematics	Major in pure or applied mathematics (must include algebra, calculus). One unit only of statistics may be counted provided it was studied as a stand-alone unit.
History	Major in history in areas such as ancient history, archaeology, Australian history, contact and Aboriginal history, early modern history, historiography or modern history. Note that to complete a major in History Methods, Student Teachers will need to choose between Ancient History and Modern History in the major assignment in Methods II (EDGDE453, which deals with the stage 6 distinctions). The undergraduate degree major must correspond with this choice.
HSIE / Society and Culture	Major in social sciences in areas such as Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, commerce, geography, civics, cultural studies, government, media studies, philosophy, politics, psychology (only one unit may be counted), religion studies, social communication, or sociology.
Studies of Religion	Major in religious studies.
Drama	A major in drama including all of the following: <ul style="list-style-type: none"> • Performance • Production • Theory and Australian drama
Music	Major in music including all of the following <ul style="list-style-type: none"> • Musicology study (music history and analysis) in a range of musical styles • Periods and genres with a strong component of contemporary and western art music • Compositional techniques • Music performance studies (a minimum of two years of music performance studies) and <ul style="list-style-type: none"> • Australian music The study of music and music practice must be developed as a discrete discipline, NOT as part of a multidisciplinary/hybrid art program and NOT as a vocationally oriented course.

ADMISSION PROCEDURES

Applicants must submit a completed *Application for Admission* form to the Registrar of Southland College by the date as advertised on the website – www.southland.edu.au. Applicants must submit official academic transcripts of their previous tertiary studies. Original or certified copies of documents are required. Where documentation shows a different name from that under which applicants wish to enrol, they must supply evidence in support of their change of name e.g. certified photocopy of marriage certificate.

Admission is by completion of the required form *and interview* (face to face or electronic). Applicants must satisfy the Course Interview Panel which serves to assess the potential of the applicant to work within the teaching profession, and to gain insight into the applicant's goals upon completion of the course (see Appendix I at the end of this Handbook which outlines the interview criteria).

When deciding which *Designated Area you wish to study*, note that lecturers can undertake a Designated Area of study with groups of students (the normal way that Designated Areas for Teaching Methods operate) or with as little as one student, given the nature of the flexible distance education modes of teaching and learning.

Note the requirement of Band 4 English at HSC level or equivalent as described above. Applicants whose *first language is not English* must demonstrate proficiency in spoken and written English adequate to undertake the course. This would normally be equivalent to an IELTS score of 7.5. If they cannot do this they will be required to complete additional courses to achieve this level prior to graduation.

Remember that the course is delivered mostly by distance education mode. Students who do not have *access to computer facilities* will be assisted by the College to find such access through schools that are partner schools of Southland College.

Students are expected to *possess a basic level of Information and Communication Technology competence*. At the absolute minimum, this includes the ability to use Word, Excel and PowerPoint, and the ability to send and receive e-mail communications. Students who do not have these skills will be expected to obtain them prior to commencement. Students will be taught how to access and participate in on-line seminars, be encouraged to present work using multimedia format, and access a range of online resources.

Assessment will be continuous and *successful completion of assignments* is required for each course unit. Students will also be required to demonstrate their applied understanding of these units through a written paper under exam conditions on the final day of the Professional Experience in each semester.

Enrolment into the Master of Teaching program: The Master of Teaching degree is designed to accommodate those Student Teachers who have performed to a high standard in their Graduate Diploma of Education degree in both coursework and Professional Experience and would like to develop their professional skills to a higher level. The demonstrated standard is achieving a *Credit average*, calculated separately for the theoretical units and the applied (Structured in School Experience and Professional Experience) units.

Student Teachers who do not meet these criteria may apply for *special circumstances* to the Academic Board of Morling College if they believe that their situation deserves particular consideration, and if they can document the basis of their appeal. For students applying for the M Teach outside of the Morling Grad Dip Ed, this standard would need to be demonstrated in an equivalent program that is certified with appropriate documentation.

ENROLMENT FORMS

These are available at the Southland website – www.southland.edu.au. Go to the 'How to Start Section' on the top, and then to 'Enrolment Forms'. You will see the Grad Dip Ed / M Teach one there.

Note that as well as the usual information that is expected when you enrol for a college course, you will also be asked to include the following:

Personal statements:

- 1 Please give a summary of your Christian experience including your conversion, subsequent commitments, significant spiritual events and formative influences in your life.
- 2 What has led to your interest in applying to do this course?
- 3 Are there areas of teaching you are presently involved in or have been in the past, and what has this experience been like for you?
- 4 What do you think you would have to offer as a teacher?
- 5 What do you think might be the most challenging aspect for you in doing a teacher training course?
- 6 What would you hope to gain from doing the course?
- 7 How would you relate your faith to your interest in teacher training?
- 8 Is there anything else you would like us to know about you that may help our selection process?

RECOGNITION OF PRIOR LEARNING

Due to the nature of this course, Recognition of Prior Learning will not normally be granted unless transferring from the same degree at another university or college. For College policies on RPL, please refer to the Morling College "Supplement to the Prospectus" for further information.

FEE-HELP

Morling College is currently applying for independent Higher Education Provider (Fee Help) status to enable students to access FEE-HELP. At this time, students must pay full fees for their courses. Students will be informed when/if FEE-HELP becomes available.

SUBJECT DESCRIPTIONS

Note that these are in number order, and not necessarily in the order that they are undertaken in the course. For your interest – EDGDE stands for Education Subject (ED) in the Grad Dip Ed course (GDE)...

BASICS OF TEACHING (EDGDE401)

This is the initial course completed by Student Teachers. It will introduce the entire degree program of study, and the professional contexts in which students will prepare for teaching. There will be an introduction to this unit that will be presented in an on-campus face-to-face mode. This will take the form of a one week (5 day) on site Orientation Program. This program will provide an orientation to the concepts of teaching as a Christian; and it will also prepare students with all of the knowledge and skills they will require to be effective as distance education learners.

The format of the week is working with key concepts in the morning – and then working with key course frameworks and skills in the afternoon. This will take 30 hours during the week, and then there will be another 9 credit points (120 hours) of reading and responses during term 1. The sessions will focus on understanding clearly the knowledge frameworks of the course in terms of the NSW Institute of Teachers; Quality Teaching; preparing for entering schools and the classroom; and thinking as a Christian about disciplines and teaching generally.

BIBLICAL STUDIES (EDGDE402)

This core unit that is done in the first term with the Basics unit will provide an overview of the unfolding, redemptive narrative of the Bible. This is designed to enable pre-service teachers to develop skills to understand the Bible's message and the ability to interpret its meaning for today's generation. This will assist pre-service teachers in curriculum planning for Biblical Studies as well as strategies that will facilitate the teaching and learning of Biblical Studies for secondary age students.

SECONDARY PASTORAL CARE AND MANAGEMENT (EDGDE403)

The unit will build on the general principles covered in The Basics for Teachers, and Psychology for Teachers, so that teachers can undertake curriculum design, development and evaluation in Pastoral Care programs, including the structures in which these programs are undertaken. Such programs are very prevalent in Christian and other schools. It will introduce relevant Biblical principles and educational documents about values and welfare. The unit will assist pre-service teachers in acquiring skills that facilitate the practice of pastoral care (often called classroom management) at a class level and a school based level.

STUDENT DIVERSITY IN EDUCATION (EDGDE404)

This unit is designed to help students gain a critical understanding of the impact of diversity in the classroom in terms of understanding the potentially very different backgrounds of students. The two focus areas will be the impact of colonialism on the lived experience of Indigenous Australians from an Indigenous perspective, and the life world of those from Non-English Speaking Background cultures (NESB).

The Student Teachers are asked to develop a critical understanding of the impact of previous and current government policies and practices on Indigenous and NESB people, particularly in relation to educational opportunities and outcomes. Students are also exposed to the complexity of contemporary Indigenous / multicultural issues and helped to develop an awareness of the learning and teaching strategies that apply to Indigenous / NESB students and develop the ability to reflect on these strategies including the assumptions that underpin them. By the end of this unit students will be able to recognise that Indigenous / NESB students in mainstream education contexts may have particular needs and will have been invited to develop cultural empathy and commitment to the teaching of Indigenous / NESB Australian histories, issues and perspectives.

PSYCHOLOGY FOR TEACHERS OF ADOLESCENTS & YOUNG ADULTS (EDGDE411)

This unit introduces Student Teachers to psychology that is relevant to those stages and themes of greatest relevance to the secondary school years. Significant models of relational and cognitive development will be introduced and illuminated by contemporary research and Biblical principles on selected topics. The social context of learning and the situated nature of cognition will be explored so the Student Teachers can understand more clearly the students that they teach, so that they can teach them better.

SPECIAL EDUCATION (EDGDE413)

This unit equips Student Teachers with a basic understanding of the current philosophies and principles of normalisation of and curriculum adjustment for children with disabilities and those identified as 'Gifted and Talented'. Biblical principles of equity and respect are used as part of this exploration. The unit enables Student Teachers to develop skills to encourage effective learning for all children including those with special needs. It will explore the place of support services within the class school and community.

SPECIALISATION (DESIGNATED AREA OF STUDY) METHOD I

ENGLISH METHOD I (EDGDE441)

MATHEMATICS METHOD I (EDGDE442)

HISTORY METHOD I (EDGDE443)

MUSIC METHOD I (EDGDE444)

DRAMA METHOD I (EDGDE445)

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) METHOD I (EDGDE446): GEOGRAPHY OR
COMMERCE

STUDIES OF RELIGION / BIBLICAL STUDIES METHODS I (EDGDE447)

These units will focus on the process of curriculum development in the chosen specialisation in the junior secondary school (years 7 to 10, also called stages 4 & 5). It will introduce relevant national, state, systemic and school documents and will assist Student Teachers in acquiring skills which facilitate the active teaching and learning in the junior secondary school. Each unit will also explore how to link with the Stage 3 content and outcomes of the relevant K-6 Syllabii.

SPECIALISATION METHOD II

ENGLISH METHOD II (EDGDE451)

MATHEMATICS METHOD II (EDGDE452)

HISTORY (ANCIENT OR MODERN) METHOD II (EDGDE453)

MUSIC METHOD II (EDGDE454)

DRAMA METHOD II (EDGDE455)

SOCIETY AND CULTURE METHOD II (EDGDE456)

STUDIES OF RELIGION METHOD II (EDGDE457)

This unit will build upon the previous specialisation method unit by developing further the Student Teachers' thinking about curriculum design and development by focussing on evaluating the curriculum and a consideration of the teacher as researcher. It will therefore involve developing understandings of and strategies for student assessment in the context of program evaluation and

teacher self-evaluation. The major context for this study will be the curricula in the NSW senior secondary (years 11 & 12, or Stage 6) school.

PROFESSIONAL EXPERIENCE I (EDGDE461)

This unit is designed to develop the range of discipline specific (Normal Mode) and general competencies (Normal and Accelerated Modes) required for a beginning teacher through observations, collegial discussions and by participating in a range of practical experiences in the classroom. Thus, the Professional Experience begins to focus more on discipline-based competency development compared to the SISE units that look to enable students to develop understandings and competencies for the broader contexts of school-based teaching and learning.

PROFESSIONAL EXPERIENCE II (EDGDE462)

This unit is designed to build on Professional Experience I and Structured In-School Experience II in order to further develop and refine the range of both subject-based and generic competencies required for a beginning classroom teacher. You will be participating in a range of practical experiences in the classroom and school.

As the Professional Experience Curriculum Handbook indicates, there is a strong focus in this unit on the roles and responsibilities of the beginning teacher in the wider school as well as in the classroom during Professional Experience II. This unit also provides an opportunity for discipline based collegial reflection in a face-to-face setting as it considers the implications of professional responsibility.

PROFESSIONAL EXPERIENCE III (EDGDE463)

This unit is designed to build on the first and second Professional Experiences in order to develop and refine the range of both discipline-based and generic competencies required for a beginning graduate teacher, through participating in a four-week Professional Experience. The focus will be on the Student Teacher demonstrating and collating the necessary evidence for the Graduate Teacher Standards of the NSW Institute of Teachers.

STRUCTURED IN-SCHOOL EXPERIENCE I (EDGDE472)

This unit is designed to orientate students to learning and teaching through undertaking a range of school-based observations, collegial discussions and small group and individual teaching experiences in a variety of classroom contexts. The SISE I is focussed on providing opportunity for a general orientation to the school setting as a place for teaching and learning, in contrast to the Professional Experience units that are more focussed on class-based knowledge, skill and character development.

STRUCTURED IN-SCHOOL EXPERIENCE II (EDGDE473)

This unit is designed to further develop the understandings and teaching competencies in pre-service teachers by providing ongoing practical teaching and learning experiences within a collegial environment that builds upon the Structured in-School and Professional Experiences I. Similar to SISE I, SISE II is also more focussed on providing opportunity for a broader orientation to the school setting as a place for teaching and learning, in contrast to the Professional Experience units that are more focussed on class-based knowledge, skill and character development.

Note: students may choose the schools in which they do their SISE and PE. Southland College has existing arrangements with a network of Christian schools; students may approach other schools if they wish to do so. Also note that in accordance with the NSW Institute of Teachers, students must complete Professional Experience in at least two (2) different schools.

For Student Teachers who are already in employment as Conditionally Accredited Teachers

Note that the requirement to complete supervised professional experience in at least two schools as outlined above also applies to Conditionally Accredited Teachers. Your Principal will be aware of this. It is the Student Teacher's responsibility to liaise with their employing school for the release time to gain Professional Experience in another school. Southland College will assist in placement in another school from amongst its participating schools if such help is required. Where possible, this liaison will include trying to find another school where a comparable swap of teaching staff might be appropriate.

What does the structure of my school placements look like?

NORMAL MODE:

Year 1 –

Term 3: 1 day/week during term 3 = 10 days (SISE I)

Term 4: 15 days end term 4 (PE I)

Year 2 -

Term 5: (term 1 second year) 1 day/week term 4 for weeks = 4 days + 2 days per week for 3 weeks = 6 days = 10 days (SISE II)

Term 5: 15 consecutive days last three weeks of term (PE II)

Term 6: 20 consecutive days (PE III)

ACCELERATED MODE:

Year 1 only –

Term 1: 1 day/week = 10 days (SISE I)

Term 2: 15 days (PE I)

Term 3: 1 day/week = 10 DAYS (SISE II)

Term 3: 15 days (PE II)

Term 4: 20 days Yr 1 (PE III)

M. TEACH:

10 weeks term 3 Yr 2 (Normal Mode):

10 weeks term 1 Yr 1 of entry into teaching (Accelerated Mode)

INVESTIGATING CLASSROOM AND SCHOOL PRACTICE (EDMT490)

The successful completion of this unit will be required of all those Student Teachers opting to enrol in the Master of Teaching degree. This unit must be completed prior to engaging in the school-based Action Research Project.

The main purpose of the unit is to prepare students to complete the Action Research project successfully. Thus, there is a strong concentration, in both the content and the readings, on Action Research as a methodology for classroom-based research and its process, as well as methods of information gathering and analysis appropriate to such research. The course also aims to introduce Student Teachers to the nature and challenges of broader social research as a basis for a rationale for critical and reflective investigation of classroom practice. It is hoped that the Student Teachers will then have a commitment to these processes as the basis for their ongoing professional learning and improvement of their professional practice.

ACTION RESEARCH PROJECT (EDMT491)

This course is the culminating unit of the M Teach degree. It is concerned with the preparation and investigation of some aspect of the Student Teacher's professional practice identified during the assessment task in the course unit 'Investigating Classroom and School Practice' (EDMT490). The investigation will be based on 6 cycles of Action Research with one class that the Student Teacher is teaching during the Internship (EDMT492). The successful completion of the unit will require a 4000 word written report and an uploaded on-line digital poster that will be shared with other students. The

sharing will take the form of an on-line conference in which students will present, discuss and answer questions about their poster and their investigation.

INTERNSHIP (EDMT492)

This unit is designed to provide further opportunity, building on Professional Experience I-III for experience in a school in the roles of teacher in the classroom in the school in its community. It is also an opportunity for a scaffolded, guided and supported entry into teaching, with a reduced teaching load, assisted by a school-appointed Mentor. It provides the opportunity for the Intern to complete the investigation that is the basis of their Action Research reports (see Course Unit EDMT491).

Fees 2010

TUITION FEES ARE AS FOLLOWS:

Each unit is \$1300.

PAYMENT OPTIONS

Up Front Payment Plan

Students are encouraged to pay the complete tuition fees due by the end of the first week of each semester to minimise their costs.

Instalment Plan

Morling's current plan is as follows although this may be revised dependent on the implementation of FEE-HELP.

Students are permitted to pay through an Instalment Plan where payment can be received in three instalments. A fee of 3% of the outstanding sum is levied after each instalment date. It is therefore advisable to make each of the first two payments as high as possible in order to reduce this fee. Furthermore, any amount outstanding after the Third Instalment incurs a penalty fee of \$30 per week until the end of semester.

<i>Instalments</i>	<i>Semester 1</i>	<i>Semester 2</i>
First Instalment	13 February 2009	24 July 2009
Second Instalment	13 March 2009	21 August 2009
Third Instalment	9 April 2009	25 September 2009

The College expects students to pay promptly. An invoice is sent together with the course material and is payable four weeks from the date of the invoice. *If there are extenuating circumstances* please contact the Finance Manager and alternate arrangements will be made. Continued failure to pay fees by the due date will result in the removal of the credit terms upon subsequent re-enrolments, *i.e.* fees must then be paid prior to the forwarding of the course material to the student.

Please also note that *students will not receive any marks, feedback or transcripts* if their account is more than *30 days outstanding* from the due date unless a payment schedule has been organised with the Finance Manager and the Manager has good reason to believe that this schedule will be honoured.

FINANCIAL ASSISTANCE

Subject results will not be available from the College for students in arrears in fees, and such students will not be permitted to proceed into a new semester or to graduate, unless a special arrangement has been made *in writing* with the College Council. Such arrangements must give details of how outstanding fees will be paid.

Consideration may be given to students experiencing economic hardship. The College's policy is to give priority to students from developing countries and various "faith/mission" schools when allocating concessions. Please request a *Financial Concession Application Form* from the office (info@southland.ed.au) if you wish to be considered for this. Assistance can only be given within budget constraints.

Many Christian schools are willing to assist their staff financially in their studies because they recognise the value to the school of such study. However, this is a matter between the students and their school to negotiate.

SUBJECT WITHDRAWAL & REFUND OF FEES

Withdrawals must be notified in writing on a variation form (from the main office).

- Subject selection may be varied or subjects dropped without penalty up to Administration Date. Before Administration Date no fees apply, and a full refund is given for subjects dropped.
- After Administration Date and until Census Date subjects may be added or substituted. Withdrawing receives a full refund for each dropped subject less a Withdrawal fee of \$300 per dropped subject.
- After Census Date no refund is given for a dropped subject but no Withdrawal fees apply and there is no academic penalty.
- After Withdrawal Date any withdrawal receives the grade “FW” (this is an academic penalty) and there is no refund nor is the Withdrawal Fee incurred.

If a student repeats a subject he/she must pay full fees again.

The dates for 2010 are as follows:

- *Term 1 Census Date:* 15th of February with Administration Date one week before Census Date; Withdrawal Date 11 March
- *Term 2 Census Date:* 15th of May with Administration Date one week before Census Date; Withdrawal Date 11 June
- *Term 3 Census Date:* 15th of August with Administration Date one week before Census Date; Withdrawal Date 3 Sept.
- *Term 4 Census Date:* 30th of October with Administration Date one week before Census Date; Withdrawal Date 18 Nov.

Course Definitions and Requirements

Why do we need course requirements?

Our God trains and nurtures us as a model for how we are to train and nurture our students (see Ephesians 6:4). Likewise, we want to give you planned support (nurture), whilst assisting you with your own self-discipline (training).

Remember – if any of the requirements below are not clear to you, please contact us. Also, there are many situations that arise to which a formula cannot be applied. Talk to us if you find yourself in any unusual circumstance.

DEFINITIONS

A Course is a program of learning made up of a combination of units by which a candidate qualifies for an Award.

A Unit is a sub-set of a course. It is a set of lectures, tutorials practical classes or other activities prescribed by the School of Education.

A Term is a period of approximately 10 weeks.

A Semester is a period of approximately 20 weeks

Co-requisites are units that normally must be undertaken concurrently unless passed previously.

Pre-requisites are units that normally must be undertaken before a student proceeds to another unit.

Withdrawal is a student's complete, voluntary cessation of participation in a unit of study.

Initial Enrolment relates to enrolment in a Unit which is part of a course that qualifies the candidate for an Award, e.g. Grad Dip Ed, or to enrolment in a unit as a 'Non-Award' student.

Re-Enrolment means enrolment in any unit/s as part of a course, or as a 'Non-Award' student, *subsequent to* the initial enrolment in the same course or in a subsequent course. Enrolled students are sent forms for re-enrolment for each new trimester.

To complete a Unit Successfully a student must:

- * submit all written work and assignments prescribed by the course unit prior to the completion date unless extensions have been granted. In these cases, the work must be completed by the date of the extension;
- * pass any examinations required for the unit.

A student who fails to meet the above requirements or whose work is not of a satisfactory standard may be required to resubmit the work. Failure to resubmit work at a satisfactory standard would mean the student has failed to complete the unit.

There is further information about unsatisfactory progress and withdrawal from the course in the Morling College Academic Rules.

PLAGIARISM, OR MISUSE OF ANOTHER PERSON'S WORK

The College would regard the action of any student who plagiarises or misuses the work of other persons as dishonest and incompatible with the Christian standards of the College. Misuse or plagiarism includes copying the work of other persons or presenting substantial extracts from books, articles, theses, lecture notes or tapes without acknowledgment of the original author. The use of such work(s) with superficial changes is still plagiarism. A student will automatically fail the assignment if plagiarism is discovered. *If plagiarism is discovered a second time, the student will not be permitted to continue their studies with the College.*

The College encourages cooperative learning and thus it is expected that students may discuss assignments with each other. However, unless a group task is required students should prepare their own assignments and the organisation and presentation of the assignment must be the student's unaided work. If you are in doubt at all about plagiarism, then consult with your lecturers for clarification.

See Appendix 2 for more information.

AIMS OF ASSESSMENT

A variety of assessment tasks, designated as assignments, form the basis of the assessment of student learning in all coursework units. There are normally two or three assignments for each unit. The maximum is three. Assessment aims to:

1. aid the learning process by providing opportunities for students to develop their integrated insight;
2. assist students by enabling them to identify progress, and to identify weaknesses (and how to improve over time);
3. provide students with information regarding their own performance which may assist them in their employment or with accrediting agencies;
4. safeguard the standards of the qualifications conferred by the College on its graduates; and

5. provide a sufficient basis for the College to evaluate its efficiency and effectiveness in fulfilling its aims.

WRITTEN EXPRESSION

All students of the College should demonstrate a solid understanding of the English language and its usage. This means, in particular, that assignments must demonstrate a tertiary level competency of the English Language.

Students, particularly from non-English speaking backgrounds, may be required to demonstrate tertiary level competence in written expression before being admitted to any College course. For example, students may be asked to submit a piece of written work that demonstrates that competence.

Any assignment may be failed if the assignment doesn't meet tertiary level standards of written expression. Normally, a student who receives a failing grade on the basis of poor written expression will be allowed to resubmit the assignment in correct English to receive a passing grade. Standards for written expression and academic referencing are given in the Student Handbook that can be found on the website: www.southland.edu.au then to Current Students and then to Forms and Downloads.

Students who fail their first unit on the basis of written expression will not be allowed to progress through the course until such time as they demonstrate tertiary level competence in English written expression.

EVALUATION FORM

We strongly encourage students to complete the Evaluation Form on their unit. Such evaluation is critical to improving the delivery and the content of the unit.

STUDENT RIGHTS & RESPONSIBILITIES

A. Students are ENTITLED TO:

1. *Be treated with courtesy and respect* at all times by all staff;
 2. *Fairness and justice* in accordance with the principles of natural justice in all dealings with the College, its agents and staff in all matters;
 3. *Accurate, complete and timely information* about all issues related to their studies and ready access to all relevant policies and procedural documents;
 4. *Appropriate tutorial support* at all stages of their studies including reasonable access to the lecturer responsible for your studies to discuss problems and concerns;
 5. *The return of graded assignments* submitted during the semester within three weeks of the submission deadline, with feedback on the assignment that will serve as a guide for the student's continued studies during that semester. A mere allocation of a grade is not regarded as adequate without a constructively critical comment that is an integral feature of the teaching role. Grades are indicated as letter grades rather than numerical marks (which are used only for the purpose of calculating the final grade for each unit and the completed course). Where an assignment, for whatever reason, is lodged later than the due date there can be no expectation that it will be returned to the student within a specified time, though tutors will do their best to return the graded assignment as expeditiously as possible having regard for their overall commitments.
- B. *If dissatisfied with the grade assignment*, students are entitled to ask the tutor for a review of the grading, with a full and clear explanation of the student's reasons for thinking that the assigned grade is not appropriate. If not satisfied with the tutor's response, the student may lodge an official request for a re-assessment with the Southland Principal. Any such request shall be accompanied with a full statement of reasons and an account of action already taken including copies of any correspondence, including email

correspondence, between the student and the lecturer. If a re-assessment is granted, a fee may apply.

- C. At any time that students believe that they have *been treated inappropriately or unfairly*, they should first take up the matter informally with the member of staff concerned and make every effort to have the matter resolved. If the student does not receive satisfaction in this way, the student may lodge a formal complaint in terms of the *Grievance Procedure* as outlined on the website: www.southland.edu.au then to Current Students and then to Forms and Downloads.

A. Students are RESPONSIBLE TO:

1. *Treat all members of staff* with courtesy and respect at all times;
 2. Ensure that they take the time to *familiarise themselves with all course and unit requirements* and all policies and procedures that relate to them;
 3. *Give reasonable opportunity to rectify any occasional mistake* or omissions that may occur by staff. Persistent, repeated mistakes, omissions or failures to meet expected standards by staff should be made a matter for official complaint;
 4. *Plan their workload*, so that assignments can be completed by the due dates. While the College recognises the constraints under which many students work, students are expected to develop realistic work patterns that take account of these constraints so that they do not run into a 'traffic jam' of work.
 5. *Plan their progression* through their Award, so that they neither run out of time in which to complete its requirements, nor make unit selections that are unsuitable or for which they do not have the required pre-requisites or co-requisites.
- B. If exceptional circumstances mean that a student is *unable to complete an assignment on time*, the student is expected to contact the Southland Principal before the due date requesting an extension, with a full explanation of the circumstances. A grading penalty may apply to an assignment that is lodged late without having obtained an extension. The normal result of lateness without request for extension is a Fail grade. If there are circumstances that warrant a request for an extension after the due date (submitted to the Southland Principal in writing), the normal maximum grade that will be given is a Pass.
- C. Students are expected to show diligence and initiative in *locating additional resources* in their studies. Lecturers and library staff will always be ready to assist where needed but should be called on only where student initiatives have failed to locate the desired resource.
- D. *The acknowledgment of sources* in all written work is an essential requirement for academic integrity. This applies not only to direct quotations but also to ideas, facts or opinions that are not original to the student but have been gained through reading of another source. In all such cases, the source must be clearly identified. Also, a quote, idea, fact or opinion that has been gained by reading a source that is quoting someone other than the author should be clearly attributed to the original source and not merely to the secondary source in which the student located it. These principles apply to electronic sources just as they do to printed sources. Failures in these issues constitute plagiarism, which is a serious breach of both academic and Christian ethics. This practice can lead to an F grade being allocated.
- E. Reasonable care is expected to *ensure gender inclusive language* in written work, while avoiding unnecessarily clumsy constructions. A general rule is that general statements that refer to humans of both genders should be phrased in such a way so as not to imply a bias toward one gender or the other.

STATEMENT OF FAITH

Southland College

GOD

1. We believe there is one God in whom there are three equal Divine Persons revealed as the Father, the Son and the Holy Spirit and who of His own sovereign Will created the heavens, the earth and all that is contained within the Universe.
2. We believe the Lord Jesus Christ is the eternally existing only begotten Son of the Father conceived by the Holy Spirit and born of the virgin Mary. As God He became flesh and dwelt among us; as man He was God.
3. We believe it is the Holy Spirit alone who convicts people of sin and leads them to repentance, creates faith within them, and regenerates and fills those who believe in Jesus Christ as Lord. It is the indwelling Spirit who bestows the Gifts of the Spirit and manifests the Fruit of the Spirit in the believer.

THE SCRIPTURES

4. We believe in the Divine inspiration and the infallibility and supreme authority of the Old and New Testaments in their entirety, and that the Holy Spirit so moved the writers that what they wrote are authoritative statements of truth.

ALL PEOPLE ARE FALLEN

5. We believe all people are in a fallen, sinful and lost condition through the rebellion of Adam and Eve who were created without sin, and in this state of depravity are helpless to save themselves and are under the condemnation of God to eternal punishment in Hell.

PEOPLE CAN BE SAVED

6. We believe that salvation from the penalty and consequences of sin is found only through the substitutionary atoning death and resurrection of the Lord Jesus Christ.
7. We believe Christ died for our sins, was buried and the third day, rose from the dead, that He appeared to men who touched Him and knew His bodily presence, and that He ascended to His Father.

CHRIST'S RETURN

8. We believe the Lord Jesus Christ will return in person with His saints and that the full consummation of the Kingdom of God awaits His return.
9. We believe those who have been regenerated by the Holy Spirit will receive a resurrection body at the return of Jesus Christ and be forever with the Lord, while those who have not believed will be resurrected to stand at the Judgement Seat of God to receive His judgement and eternal condemnation to Hell.

SATAN

10. We believe in the actual existence of Satan who is the father of all evil and opposed to God, although ultimately subject to the purposes of God and destined to be confined forever in Hell.

THE CHURCH

11. We believe the Church is the Body of Christ, composed of all believers in the Lord Jesus Christ, which finds its visible manifestation in the local community of believers and ministers through the co-operative exercise of God-given gifts by the entire membership. Each local community of believers is competent under Christ as Head of the Church to order its life without interference from any civil authority.
12. We believe there are two ordinances instituted by the Lord Jesus Christ, Baptism and the Lord's Supper.

MORE INFORMATION

Student Teachers can also receive further information from the Southland College Student Handbook,

which incorporates the style guide needed for Education courses. Students are given this handbook upon enrolment in a course of study but can also access it by contacting the College Registrar. This handbook and further information is also available online at www.southland.edu.au / Current Students / Forms and Downloads.

Appendix I

Grad Dip Ed / M Teach

Interview of Applicants

Interview protocol and evaluation criteria for applicants for the Graduate Diploma of Education and/or Master of Teaching Programme (For the Information, Advice and Guidance of Applicants)

Note that applicants are given a copy of this document before the interview

Teaching, by the very nature of the role, requires an individual to possess not only an expert knowledge and skill base, but also particular commitments to the relational needs of the profession. The aim of the interview process is to inform, to advise and to guide applicants in their decision to and commitment to this educational training program. If there are major concerns about the applicant's relational suitability to teaching that arise during the interview process, then discussions about her/his suitability will be undertaken.

To this end, in addition to scrutinising the usual academic requirements (including readiness to use appropriate ICT), the faculty:

1. Aim to determine that applicants have sufficient relational maturity and resilience to deal with some of the unique challenges that are inherent in the teaching profession; and
2. Aim to describe with the applicants their commitment to teaching per se. This part of the interview focuses on the applicant's goal upon completion of the course. This will create the opportunity for the Faculty to be open about the nature of this program of study and to ensure that it is likely to assist the applicant achieve her/his goals.

The faculty acknowledges that such an interview process requires sensitivity and a spirit of collaboration. Therefore, applicants need to be cognisant that the focus of this interview procedure is to assist them to assess their relational readiness for the course (given the amount of time spent in situ in schools) and the course's appropriateness to their professional goals.

This interview thus provides the applicants with the opportunity to experience a teaching related interview that will have a number of common elements with their first professional employment interviews. Interviews may be conducted face to face, or where distance precludes this, via appropriate electronic means.

In an endeavour to achieve these purposes, the following selection and guidance criteria are utilized.

I. Basic Requirements – reviewed from application forms

An applicant should meet the basic requirements as prescribed by law and the Morling College rules for admission to this study program, as outlined in the Education Handbook.

Evaluation Criteria:

- a. Confirmation of Identity
- b. English Competency
- c. Citizen/ Resident/Study Visa Status

- d. Review of all submitted documentation – transcripts, references, etc

2. Prior Learning – reviewed from application forms

The applicant needs to demonstrate that they have sufficient prior learning to enable them to undertake the Graduate Diploma in Education / Master of Teaching. This is described in the Education Handbook and is repeated immediately below:

An applicant may be admitted to this course upon successful completion of an appropriate undergraduate degree. Applicants must have their undergraduate degree assessed with regards to fulfilling the criteria for selection of Designated Areas. Undergraduate studies must include study in a Designated Area related to a school subject (first designated area) as follows:

- a minimum of 6 sequential semester-long units of discipline knowledge in a designated area (equivalent to a minimum of three academic years of study in the designated area) and
- at least 4 of these units at level 2 (year 2) or above.

A second designated area requires 4 units with 2 units at level 2 or above.

The following chart details admission standards for Designated Area studies undertaken in the Bachelor of Teaching (Secondary):

Method	Admission Criteria
English	Major in English with at least 3 units of a strong core of textual studies including literature. Other units may include studies in: <ul style="list-style-type: none"> • communications • creative writing • linguistics • media studies
Mathematics	Major in pure or applied mathematics (must include algebra, calculus). One unit only of statistics may be counted provided it was studied as a stand-alone unit.
History	Major in history in areas such as ancient history, archaeology, Australian history, contact and Aboriginal history, early modern history, historiography or modern history. Students will need to choose between Ancient or Modern History when they reach the second methods unit, in accordance with their previous studies.
HSIE/Society and Culture	Major in social sciences in areas such as Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, commerce, geography, civics, cultural studies, government, media studies, philosophy, politics, psychology (only one unit may be counted), religion studies, social communication, or sociology.
Studies of Religion	Major in religious studies.
Drama	A major in drama including all of the following: <ul style="list-style-type: none"> • Performance • Production • Theory and Australian drama
Music	Major in music including all of the following <ul style="list-style-type: none"> • Musicology study (music history and analysis) in a range of musical styles • Periods and genres with a strong component of contemporary and western art music • Compositional techniques • Music performance studies (a minimum of two years of music performance studies)

	and <ul style="list-style-type: none">• Australian music <p>The study of music and music practice must be developed as a discrete discipline, NOT as part of a multidisciplinary/hybrid art program and NOT as a vocationally oriented course.</p>
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Evaluation Criteria:

1. Academic Records
2. Any other relevant aspect of resume
3. Teaching suitability: (a) Resourcefulness - reviewed during interview

The applicant should consider whether they have sufficient understanding of the organisational and administrative requirements of the program. This in turn will enable them to make a more reasonable self assessment about whether they have the necessary resources to complete the study programme.

Evaluation Criteria (completed during the interview process explicitly with the applicant):

1. Understanding the physical requirements of the course
2. Reviewing their previous academic study with reference to the information supplied - and reviewing their continued interest in their major and minor discipline areas and the compatibility to what is offered in the program
3. Reviewing response of the applicant in terms of how they will meet these requirements - including time, financial and ICT resources
4. Teaching suitability: (b) Relational readiness and resilience - reviewed during interview

Applicants are interviewed for evidence of any relevant experience with appropriate aged children / young people with reference to the course in which they have applied. Their submitted references can be taken into account and any potentially relevant issues explored. A review of child protection laws and the commitments that they will be asked to undertake will be done. Their responses to these will be noted and any issues that arise, discussed.

Evaluation Criteria:

1. Sufficient interest in children / young people
2. No evidence of current risk of harm by the applicant toward children / young people
3. Review and discussion of the three referee reports with reference to (1) and (2) above as per the Education Handbook

5. Goals after the course - reviewed during interview

The applicants will be interviewed with reference to their goals after completion of the program. The focus of this part of the interview will be on helping the applicant to consider carefully the ethos of the course, the structure of the course in terms of its teaching emphasis, and their desired outcomes.

Evaluation Criteria:

1. Discussion of the above with careful reference to section 6 of the Application Form as in the Education Handbook.
2. Review of any issues that may arise.

Appendix 2

Something that is important to know before you start = Plagiarism & Academic Misconduct

PLAGIARISM DEFINED

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. One of the contradictions of academic writing is that while you are expected to read, research and refer to experts and authorities, you are also expected to produce 'original' work. However, it is important to recognise that all scholarship involves understanding, researching, and expanding on the work of others to some degree. So, it is important to learn how to reference properly—that is, how to specify clearly and precisely what your debts are and how to acknowledge them. Then your own contribution can be clearly identified and appreciated.

For information about Referencing see the Student Handbook after you have enrolled.

COMMON FORMS OF PLAGIARISM

- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Copying a section of a book or an article and submitting it as your own work (that is, without acknowledgement) is plagiarism.
- Using significant ideas from someone else and presenting them as your own
- Copying the written expressions of someone else without proper acknowledgment
- Relying too much on other people's material. Too many direct quotations (even with quotation marks and with proper acknowledgment) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

HOW TO AVOID PLAGIARISM

• *Be Aware of What Constitutes Plagiarism*

The best way to avoid plagiarising is to know what it is and how to avoid doing it. Many students plagiarise unintentionally as a result of not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources.

• *Learn to How to Acknowledge Your Sources of Information*

The Golden Rule: Make sure your assignments are referenced correctly. Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

• *Plan Your Work*

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

• *Learn How to Incorporate the Work of Others*

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

- *Acknowledge ALL Your Sources*

Books are not the only sources that require acknowledgement. ANY words, ideas or information taken from ANY source requires a reference. Reference when you are using words or ideas from:

- books and journal articles
- newspapers and magazines
- pamphlets or brochures
- films, documentaries, television programs or advertisements
- web pages or computer-based resources
- letters or emails
- personal interviews
- diagrams, illustrations, charts or pictures.

WHY REFERENCE?

Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References must be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

There is no need to reference:

- when you are writing your own observations (for example, a report on a mission trip)
- when you are writing about your own experiences (for example, a reflective journal)
- when you are writing your own thoughts, comments or conclusions in an assignment.
- when you are evaluating or offering your own analysis (for example, parts of a critical review)
- when you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore.
- when you are using generally accepted facts or information (this will vary in different subjects. If in doubt, ask your lecturer).

THE DECLARATION THAT YOU MUST SIGN FOR EACH ASSIGNMENT

Whenever you hand in an assignment that is not done under College supervision, you will need to sign a declaration. It read as follows:

The following work, of which I have kept a copy, is entirely the work of the undersigned. All of the sources of ideas and expressions are duly acknowledged in footnotes or endnotes.

The lecturing staff will check your work against internet and other sources to ensure that this statement is true with reference to your work. If you are found to have breached this statement, that will be considered as Academic Misconduct. This is explained immediately below, as are the possible consequences of a student found to engage in Academic Misconduct.

A WARNING ABOUT ACADEMIC MISCONDUCT³

Academic misconduct is considered a serious matter. Morling College is committed to pursuing the highest of standards in terms of academic honesty and integrity.

Definition:

Academic misconduct can encompass any of the following:

1. Taking unauthorised materials into an examination
2. Submitting work for an assessment knowing it to be the work of another person
3. Improperly obtaining knowledge of an examination paper and using that knowledge in the

³ Modelled on the Australian College of Theology

examination

4. Arranging for another person to do any aspect of assessment which you submit as your own work
5. Failing to acknowledge the source of material in an assessment, including project of thesis work
6. Submitting any false documentation e.g. a false identification; false medical certificate

NORMAL EXPECTATIONS

Students are expected to do all within their areas of responsibility to avoid academic misconduct as defined above. Examples of this include students:

- a. Always acknowledging the source of their ideas and expressions used in their written work
- b. Providing all appropriate documentation – failure to do so may constitute plagiarism (as defined above), which is subject to these rules of academic misconduct
- c. Not assisting other students in the writing of individual assessment tasks, such as providing written material to be copied.
- d. Avoiding submitting the same material for more than one subject for assessment in the award.

NORMAL CONSEQUENCES

- A. In the case of inadvertent academic dishonesty resulting from misunderstanding of academic conventions rather than deliberate deception, the marker shall deduct marks from the assessment and counsel the student concerning the appropriate academic requirements
- B. Wilful academic misconduct may result in the student's exclusion from the award in which he or she is enrolled for a period of two years, the awarding of a fail grade for the whole subject of which the assessment is a part, the awarding of 0% for the assessment with or without the opportunity to redeem the assignment.
- C. The decision of which part of 'B' will apply will be done by the Principal of the College in consultation with the supervising lecturer. The matter may be referred to the Academic Board if the circumstances warrant this action.
- D. All findings will be communicated to the student in writing. The reasons for the decision, with reference to this policy, will be given. The timing will be in the same time period as for normal marking. Any appeals can be undertaken by following the Academic Grievance Procedures, as outlined on the Morling College website.

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