# WELCOME TO UTS:EDUCATION

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**Student Centre**  
235 Jones Street,  
Building 10, Level 2  
P O Box 123  
Broadway NSW 2007 Australia
WHY EDUCATION AT UTS?

The School of Education at UTS is a leading provider of practice-oriented learning in teacher education

STUDY WITH THE BEST
Join a School of Education which is a leading provider of practice-oriented learning in teacher education and language and literacy teaching.

STUDY IN NEW FACILITIES
Benefit from new purpose built facilities, located in the city centre with easy access to many transport options.

GAIN A GLOBAL OUTLOOK
Choose to combine your degree with B Arts in International Studies - the only degree offered in NSW that enables you to spend a year overseas as part of your degree.

NEW COMBINED DEGREE
Our new combined teacher education degree offers a choice of majors in Primary, Secondary or K-12 teaching.

GET THAT FOOT IN THE DOOR
Actively engage with schools and build your networks as you undertake faculty facilitated professional experience placements.

INTERNATIONAL EXPERIENCES
Be challenged and inspired through the option of an international professional experience trip to China, Samoa, Thailand or South Korea.

STUDENT LIFE AND SUPPORT SERVICES
Be part of the university community with over 100 clubs and societies on campus, along with cafes, food court, a gym and many student support services.
Embracing visionary teaching and learning paradigms, the reinvented UTS campus has revitalised the campus environment with new buildings, renovated facilities and increased public spaces to facilitate collaboration with industry and the UTS community.

By studying at UTS you’ll be amongst the first to take advantage from UTS’s innovative campus of the future. Below are just a few examples of the new and revitalised spaces on campus.

**JOIN THE IDEAS HUB**

The arrival of the Dr Chau Chak Wing Building (pictured), designed by world-renowned architect Frank Gehry, solidifies UTS’s place in Sydney city’s creative precinct. The building embodies the UTS Business School’s commitment to fostering ideas and collaboration with industry and research.

UTS Business School students will experience learning spaces that encourage collaboration and innovation, both in formal and informal learning environments.

**PURPOSE-BUILT TEACHER EDUCATION FACILITIES**

Following the move from Kuring-gai to the city campus, UTS Teacher Education students will benefit from the new purpose-built facilities in Building 10 levels 2, 3 and 4. These will include: new teaching spaces, computing areas, experiential learning studio, music, dance and art studios, science labs, student lounge and study areas.

**LEADING EDGE HEALTH AND SCIENCE PRECINCT**

UTS Science is expanding. The new state-of-the-art building with the new ‘Super Lab’, will revolutionise the way science is taught at UTS.

**STUDY IN A LIVING LAB**

With its unique binary code screen design, the new Engineering and IT Building is the single-largest facility to be constructed under UTS’s $1.2 billion City Campus Master Plan. It features a 3D data arena, collaborative theatres and sensors throughout the building that display real-time data for research purposes.

**A PLACE TO FLEX YOUR NEW SKILLS**

With cutting-edge simulation technologies across 16 purpose-built nursing and midwifery clinical labs, UTS Health students will be learning in the most highly developed laboratories on the east coast of Australia. Our well-equipped sports and exercise labs will enable students to test and assess physical activity, strength, health and fitness levels.
WORLD-CLASS FACILITIES

ALUMNI GREEN
Alumni green is a central meeting place for the university community, filled with new, student-focused spaces, ranging from a grass area lined by sculptural seating to intimate garden ‘pods’ where students can gather in the shade.

MULTI-PURPOSED SPORTS HALL
This newly designed hall includes a state-of-the-art sports court accommodating a variety of sports, a fully equipped gymnasium, and a dance studio. It is also a teaching space for primary education and secondary education PDHPE subjects.

LEARNING COMMONS
Learning commons provide a range of settings and facilities to support students in their activities throughout the day. There are now a series of these students’ spaces throughout the campus.

STUDY IN NEW FACILITIES
Study in our new purpose-built teacher education facilities in Building 10 on the City campus, which includes new teaching and learning spaces and student areas.
Get equipped for a school teaching career with transferable skills in the areas of education, training, and research and development.

The UTS Bachelor of Arts/Bachelor of Education degree and combined degree with International Studies will qualify graduates for a career as a primary school teacher, secondary school teacher, or qualify you to teach K-12 depending on the chosen major.

The UTS Master of Teaching in Secondary Education degree will qualify graduates for a career as a secondary school teacher.

What you will gain with a career in Teaching/Education:

> An opportunity to contribute to the education and development of the next generation
> Good working conditions, holidays and a balanced lifestyle
> Transferable skills in the areas of education, training, research and development
> The potential to work overseas, as a teaching degree is accepted in some other nations
> Interesting, challenging and rewarding work

A Teaching/Education career will suit people who are:

> Good communicators and like working with children and adolescents
> Creative thinkers and good problem solvers
> Motivated in helping others succeed
> Willing to continue learning throughout their career

POSTGRADUATE EDUCATION

For further professional development the School of Education also offer the following postgraduate courses:

> Master of Teaching in Secondary Education
> Master of Education (Learning and Leadership)
> Master of Applied Linguistics and TESOL
> and articulating Graduate Certificates and Graduate Diploma’s

For more information please see the website: [www.uts.edu.au/future-students/education](http://www.uts.edu.au/future-students/education)

ROB MCLAREN
Professional Learning Partner, Denistone East Primary School

“The quality of practicum students from UTS is top shelf. Their knowledge of curriculum and classroom delivery is excellent. Several UTS graduates have been invited to join the school’s intern program. This invitation was made with confidence given the calibre of the candidates.”
PROFESSIONAL EXPERIENCE

PROFESSIONAL EXPERIENCE PROGRAM

Teacher education students at UTS complete significant teaching and learning experiences in educational contexts every year of their degree. The UTS professional experience program (practicum) engages students in two interlinked elements:

> Campus based studies examining the range of learning issues, skills and procedures which assist the development of good professional practice
> Field experiences where students are placed in schools and other educational settings for practical engagement in a variety of teaching/learning interactions

Students may also apply to undertake an international professional experience program in Thailand, China, Samoa or South Korea in their third year.

Undergraduate teacher education students complete over 80 days of professional experience with schools during their degree.

KEY FEATURES

The key features of our professional experience program are:

> A three-way partnership between the students, cooperating teachers and our lecturers
> A sequence of experiences which build upon earlier teaching/learning achievements and articulate with other aspects of students’ course work
> An emphasis on continuing reflection and self-evaluation as integral to teaching as a professional activity
> The development of students’ ability to diagnose, negotiate and act upon what is observed and experienced in and beyond classrooms

CLAUDIA CIMINO
Primary Education and International Studies (Italy)

“The diverse professional experience placements have given me constructive and positive learning experiences that have allowed me to develop my classroom management techniques, lesson planning and communication skills in the classroom environment. My professional experience placements have heighten my passion for teaching and reinforced that I have made the best career choice that suits me.”
### BACHELOR OF ARTS / BACHELOR OF EDUCATION

#### KEY INFORMATION

- **2015 ATAR:** New course
- **Duration:** 4 years (full-time)
- **UAC Code:** 600038
- **Load credit points:** 192

**Assumed Knowledge***:
A minimum of three Band 5 HSC results, including one in English.

**Combine this degree with:** International Studies, see page 16

**Bonus Points:** Not applicable

**How to Apply:** See page 25

**Professional Recognition:**
The Board of Studies, Teaching and Educational Standards**

**Location:** City campus

* Students who do not meet these requirements may be able to enter the course via a UTS approved pathway.

** Subject to final approval.

#### COURSE DESCRIPTION

This course prepares graduates for teaching in primary, secondary or K–12 settings. It is a practice-oriented course that aims to produce high-quality graduates through a program integrating the latest educational theory. Students continually develop teaching competence throughout the degree with a comprehensive and engaging professional experience program.

Most subjects are delivered in blended mode, incorporating the faculty’s new classrooms and online learning spaces. Students study innovative teaching methods in the key learning areas and explore contemporary issues and applications, including technology-enhanced learning and learning analytics. Students selecting the primary or secondary major have a choice of sub-majors in which to add depth of study in fields of interest, including highly desirable specialisations such as STEM (science, technology, engineering and mathematics), Special Education and TESOL (Teaching English to speakers of other languages).

#### WHY CHOOSE THIS COURSE

- Professional experience in every year of the degree with 80 days of supervised teaching practice in schools
- Optional international professional experience placement in China, Samoa, Thailand or South Korea
- K–12 major option for maximising career opportunities
- Central city location with new purpose-built teacher education facilities
- Sub-major specialisations for increasing career depth
- Honours available to meritorious students.

#### CAREERS

Career options include primary teaching (kindergarten to year 6) and/or secondary teaching (years 7–12) in English, Languages, Mathematics, Science, Social Science or PDHPE in a public or private school, locally and internationally.

#### ENTRY REQUIREMENTS

Applicants must have completed an Australian Year 12 qualification, Australian Qualifications Framework Diploma, or equivalent Australian or overseas qualification at the required level.

Eligibility for admission does not guarantee offer of a place.

The details for language requirements are available at: [www.teach.nsw.edu.au/become-a-teacher/university-students](http://www.teach.nsw.edu.au/become-a-teacher/university-students)

Students who do not meet the minimum of three Band 5 HSC results, including one in English, may be able to enter via a UTS approved pathway. Please see the website for more information: [www.uts.edu.au/future-students/education](http://www.uts.edu.au/future-students/education)

#### PROFESSIONAL RECOGNITION

The course provides a teaching qualification in primary, secondary or K–12 schools. It is recognised by the NSW Department of Education and Training, Independent Schools Association, Catholic Education Office, and is also recognised interstate and internationally. This course has been submitted to the Board of Studies Teaching and Educational Standards NSW (BOSTES) for professional accreditation. To gain employment as a teacher in NSW schools, graduates must meet the requirements of BOSTES, including language proficiency and mathematics (for details, see [www.nswteachers.nsw.edu.au/future-returning-teachers](http://www.nswteachers.nsw.edu.au/future-returning-teachers)).
COURSE STRUCTURE
Students must complete 192 credit points made up of 30 credit points of core subjects and a 162-credit-point major. Students who choose the primary or secondary major can choose a 24-credit-point sub-major within the 162-credit-point major.

MAJORS
> Primary Education
> Secondary Education
> K-12

CREDIT POINTS

<table>
<thead>
<tr>
<th>Education core</th>
<th>Major choice</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>162</td>
<td>192</td>
</tr>
</tbody>
</table>

EDUCATION CORE 30CP
> Issues in Education: Local and Global Contexts
> Beyond Culture: Diversity in Context
> Learning and Development across the Lifespan
> Digital Learning Futures
> Capstone

MAJOR CHOICE 162CP
> Primary Education
> Secondary Education
> K-12

SUB MAJORS 24CP
TESOL (teaching English to speakers of other languages) 24cp
> TESOL: Introduction to Language
> TESOL: Language Development
> TESOL Methodology
> Advanced TESOL Practicum

Special Education 24cp
> Special Education: Reading and Spelling
> Special Education: Numeracy Instruction
> Special Education: Assistive, Adaptive and Mobile Technologies
> Special Education: Text Production and Comprehension

STEM (Science, Technology, Engineering, Mathematics) 24cp
> Choose 4 subjects from a list of existing STEM subjects

Primary General 24cp
> Choose 4 subjects from a list of electives

KATE LAVENDER
Primary Education

“I’ve had such positive experiences during my time at uni. We get so much practical experience – starting in our very first semester. This way we get to meet and teach all different types of kids. After our practical placements we come back to uni and swap stories. It’s a great way to gain confidence and grow as a teacher.”
## PRIMARY EDUCATION MAJOR

### COURSE STRUCTURE*

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
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<tbody>
<tr>
<td>Autumn semester</td>
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<td></td>
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</tr>
<tr>
<td>PE1: Preparing for Teaching</td>
<td>PE3: Effective Teaching &amp; Learning</td>
<td>Digital Learning Futures</td>
<td>PE5: Teacher as Researcher</td>
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<tr>
<td>Beyond Culture: Diversity in Context</td>
<td>Programming, Assessment &amp; Reporting</td>
<td>Science &amp; Technology 2</td>
<td>Social and Environmental Education 2</td>
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<tr>
<td>English 1</td>
<td>Special Education: Inclusion</td>
<td>Maths 2</td>
<td>Creative Arts 2: Music, Movement and Dance</td>
</tr>
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<td>Creative Arts 1: Visual Arts</td>
<td>PDHPE1: Foundations of Teaching HPE</td>
<td>Elective 1</td>
<td>Elective 3</td>
</tr>
</tbody>
</table>

| | | | |
| Spring semester | | | |
| Learning and Development across the Lifespan | Issues in Education: Local and Global Contexts | English 3 | Capstone |
| Maths 1 | English 2 | Social and Environmental Education 1 | Maths 3 |
| Science & Technology 1 | PDHPE2: Curriculum & Pedagogy in HPE | Elective 2 | Elective 4 |

* Subject to final approval by BOSTES

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### PRIMARY EDUCATION MAJOR

- **Teacher Education (Primary Subjects) 54cp**
- **Key Learning Areas 84cp**
- **Sub Major 24cp**
- **Education Core 30cp**

### TEACHER EDUCATION (PRIMARY SUBJECTS) 54CP

- PE1: Preparation for Teaching
- PE2: Introduction to Classroom Management
- PE3: Effective Teaching and Learning
- PE4: Building Classroom Management
- PE5: Teacher as Researcher
- PE6: Internship and Beyond
- Special Education: Inclusion
- Programming, Assessment & Reporting
- Issues in Indigenous Australian Education

**PE** - Professional Experience

### KEY LEARNING AREAS 84CP

- Mathematics Education 1
- Mathematics Education 2
- Mathematics Education 3
- Science and Technology Education 1
- Science and Technology Education 2
- Social and Environmental Education 1
- Social and Environmental Education 2
- PDHPE1: Foundations of Teaching HPE
- PDHPE2: Curriculum & Pedagogy in HPE
- Creative Arts 1: Visual Arts
- Creative Arts 2: Music, Movement and Dance
- English Education 1
- English Education 2
- English Education 3

### SUB MAJOR 24cp

Choose one of the following:

- TESOL 24cp
- Special Education 24cp
- STEM 24cp
- Primary General 24cp

### EDUCATION CORE 30CP

- Issues in Education: Local and Global Contexts
- Beyond Culture: Diversity in Context
- Learning and Development across the Lifespan
- Digital Learning Futures
- Capstone
# SECONDARY EDUCATION MAJOR

## COURSE STRUCTURE*

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<th>YEAR 3</th>
<th>YEAR 4</th>
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<td>Autumn semester</td>
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<tr>
<td>PE1: Preparing for Teaching</td>
<td>PE3: Effective Teaching &amp; Learning</td>
<td>Digital Learning Futures</td>
<td>PE5: Teacher as Researcher</td>
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<td>Beyond Culture: Diversity in Context</td>
<td>Special Education: Inclusion</td>
<td>Method 3</td>
<td>Method 4</td>
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<td>Discipline Content</td>
<td>Elective 2</td>
<td>Elective 4</td>
</tr>
</tbody>
</table>

* Subject to final approval by BOSTES

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### SECONDARY EDUCATION MAJOR

- Teacher Education (Secondary Subjects) 54cp
- Methods Subjects 24cp
- Discipline Studies Secondary 60cp
- Sub Major 24cp
- Education core 30cp

### TEACHER EDUCATION (SECONDARY) SUBJECTS 54CP

- PE1: Preparation for Teaching
- PE2: Introduction to Classroom Management
- PE3: Effective Teaching and Learning
- PE4: Building Classroom Management
- PE5: Teacher as Researcher
- PE6: Internship and Beyond
- Special Education: Inclusion
- Literacy and Numeracy across the curriculum
- Issues in Indigenous Australian Education

### METHOD SUBJECTS 24CP

- Maths 24cp
- Science 24cp
- Maths/Science 24cp
- PDHPE 24cp
- English 24cp
- English/Languages 24cp
- Social Sciences [e.g. Business Studies / Economics] 24cp

### DISCIPLINE STUDIES* SECONDARY 60CP

- Science 60cp
- Maths 60cp
- Social Sciences [e.g. Business Studies / Economics] 60cp
- PDHPE 60cp
- Maths/Science 60cp
- English 60cp
- English/Languages 60cp

* Subject to be provided by relevant Faculty to meet BOSTES standards

### SUB MAJOR 24CP

Choose one of the following:

- TESOL 24cp
- Special Education 24cp
- STEM 24cp
- Primary General 24cp

### EDUCATION CORE 30CP

- Issues in Education: Local and Global Contexts
- Beyond Culture: Diversity in Context
- Learning and Development across the Lifespan
- Digital Learning Futures
- Capstone

PE - Professional Experience
K-12 MAJOR

COURSE STRUCTURE*

<table>
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<th>YEAR 1</th>
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<th>YEAR 4</th>
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<td><strong>Autumn semester</strong></td>
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<tr>
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<td>PE5: Teacher as Researcher</td>
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<td>English 1</td>
<td>Beyond Culture: Diversity in Context</td>
<td>Creative Arts 1: Visual Arts</td>
<td>PDHPE1: Foundations of Teaching HPE</td>
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<td>Method 1</td>
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<td>Maths 2</td>
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<td>Issues in Education: Local and Global Contexts</td>
<td>Science &amp; Technology 1</td>
<td>Capstone</td>
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<td>Literacy &amp; Numeracy across the Curriculum</td>
<td>Maths 1</td>
<td>English 2</td>
<td>** K-6 Option(s) and/or Discipline Content</td>
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<td>Discipline Content</td>
<td>Method 2</td>
<td>Social and Environment Education 1</td>
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</table>

K-12 MAJOR

> Teacher Education (Secondary) 54cp
> K-6 Key Learning Areas 48cp
> K-6 Options 12cp
> K-12 Methods Subjects 12cp
> Discipline Studies K-12 36cp
> Education core 30cp

TEACHER EDUCATION (SECONDARY) 54CP

> PE1: Preparation for Teaching
> PE2: Introduction to Classroom Management
> PE3: Effective Teaching and Learning
> PE4: Building Classroom Management
> PE5: Teacher as Researcher
> PE6: Internship and Beyond
> Special Education: Inclusion
> Literacy and Numeracy across the curriculum
> Issues in Indigenous Australian Education

K-6 KEY LEARNING AREAS 48CP

> Mathematics Education 2
> Mathematics Education 3
> Science and Technology Education 1
> Social and Environmental Education 1
> PDHPE1: Foundations of Teaching HPE
> Creative Arts 1: Visual Arts
> English Education 1
> English Education 2

K-6 OPTIONS 12CP

Choose one of the following:
> Mathematics or Science 12cp
> Science and Technology Education 2
> Mathematics 1
> Social Science 12cp
> Social and Environmental Education 2
> Creative Arts 2: Music, Movement and Dance
> PDHPE 12cp
> PDHPE 2
> Social and Environmental Education 2
> English 12cp
> English Education 3
> Creative Arts 2: Music, Movement and Dance
> General 12cp
> Social and Environmental Education 2
> 6cp
> KLA choice 6cp, choose 1 of the following:
> > Creative Arts 2:
> > Music, Movement and Dance
> > PDHPE 2
> > Science and Technology Education 2

EDUCATION CORE 30CP

> Issues in Education: Local and Global Contexts
> Beyond Culture: Diversity in Context
> Learning and Development across the Lifespan
> Digital Learning Futures
> Capstone

7-12 METHOD SUBJECTS: 12CP

> Maths methods
> Science methods
> Social Sciences Methods
> Business/Economics
> History
> Legal studies
> PDHPE methods
> English methods
> Language methods

DISCIPLINE STUDIES K-12: 36CP†

> Maths
> Science
> Social Sciences
> Business Studies/Economics
> History
> Legal Studies
> PDHPE
> English
> Languages

† Subjects to be provided by relevant Faculty to meet BOSTES standards
**KEY INFORMATION**

2015 ATAR: 76.00
with International Studies: 76.00
Duration: 5 years (full-time)
UAC Code: 609160

The combined degree is for students who want a strong practice-oriented education qualification and the benefit of learning and studying another language and culture, which includes a year living overseas studying in their country of choice. It is available for the Primary and Secondary majors but not for the K-12 major.

Bonus Points: Not applicable
How to Apply: See page 25
Professional Recognition:
The Board of Studies, Teaching and Educational Standards*.

*Subject to final approval.

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**COURSE DESCRIPTION**

UTS is the only university in Australia to offer students the option of studying another language overseas for a year by combining their degree with a Bachelor of Arts in International Studies.

Students can choose from one of the following majors: Argentina, Canada (Quebec), Chile, China, Colombia, Costa Rica, France, Germany, Italy, Japan, Latino USA, Mexico, Spain or Switzerland.

As part of the International Studies program, students will learn the language of their country major, about cultural diversity and comparative social change, contemporary society in the country of their major and spend two semesters studying at a university in the country of their major.

The In-Country study is a key component of the combined degree. It provides a unique opportunity for students to immerse themselves in the language and culture of another country through a learning program at a host university, and become involved in the life of the local community.

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**FRANCES LEE**

Primary Education
International Studies (Japan)

“What is good about combining education with international studies is that through learning another language you have another career option to take your teaching overseas. After graduating I see myself teaching English in Japan or in a primary school in my local area.”
### A Typical Program of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn semester</td>
<td>Education subjects</td>
<td>Education subjects + Language &amp; Culture 1 + Foundations in International Studies</td>
<td>In-Country Study 1</td>
<td>Education subjects</td>
</tr>
<tr>
<td>Spring semester</td>
<td>Education subjects + Language &amp; Culture 2</td>
<td>Education subjects + Language &amp; Culture 3</td>
<td>In-Country Study 2</td>
<td>Education subjects</td>
</tr>
<tr>
<td></td>
<td>In-Country Study 1   Education subjects</td>
<td>Education subjects + Language &amp; Culture 4 + Contemporary Society</td>
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</tbody>
</table>

For more information on the above subjects visit [www.handbook.uts.edu.au/edu](http://www.handbook.uts.edu.au/edu)

### Choose Your Education Major

- Primary
- Secondary

### Choose Your International Studies Major

- Argentina
- Canada (Quebec)
- Chile
- China
- Colombia
- Costa Rica
- France
- Germany
- Italy
- Japan
- Latino USA
- Mexico
- Spain
- Switzerland

### Learn A New Language

- French
- Spanish
- Chinese
- German
- Italian
- Japanese
**PATHWAYS TO POSTGRADUATE SECONDARY TEACHING**

1. **Enrol in an undergraduate degree in your area of specialisation** and satisfy the subject content requirements listed below.

2. **Apply for the UTS Master of Teaching in Secondary Education** in your final year of your undergraduate degree, to commence in the following year.

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**MASTER OF TEACHING IN SECONDARY EDUCATION**

This teacher education preparation course provides students with a master’s qualification to teach in Australian secondary schools. Students who have both the required undergraduate degree and specialisation subjects can complete the course in two years of full-time study or 1.5 years in accelerated mode.

**MAJOR SPECIALISATIONS**

- English
- Maths
- Science
- Personal Development, Health and Physical Education
- HSIE: Business Studies/Economics
- Maths/Science

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The table provides a guide to undergraduate subjects required in order to teach in an area of specialisation. Please also check the complete list at the NSW Institute of Teachers website [www.nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/high-school/](http://www.nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/high-school/)

<table>
<thead>
<tr>
<th>FIRST TEACHING AREA</th>
<th>SUBJECT CONTENT REQUIREMENTS</th>
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<tbody>
<tr>
<td>English</td>
<td>A major* in English with at least 3 units of a strong core of textual studies including literature.</td>
</tr>
<tr>
<td>Mathematics#</td>
<td>A major* in pure or applied mathematics (must include algebra and calculus).</td>
</tr>
<tr>
<td>Science#</td>
<td>A major* in science of four units in either biology, chemistry or physics and two units of another science. Or Earth and environmental science – major* in science of one unit in biology and one unit in geology or environmental science and two units in chemistry or physics and two other science units. (Science study must include Physics or Chemistry)</td>
</tr>
<tr>
<td>HSIE: Business Studies/Economics#</td>
<td>Business studies – major* in business related studies including at least one unit of finance or accounting and one unit of business management and remaining units drawn from: business law (Australian/English), economics, human resource management, industrial relations, marketing. Or Economics – major* in economics.</td>
</tr>
<tr>
<td>Physical Education, Health &amp; Personal Development (PDHPE)</td>
<td>A major* in personal development and/or health studies and/or physical education with at least three units of study in health education including mental health, sexual health, relationships, drug education, child protection education, gender studies and risk taking behaviour, and at least three units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport.</td>
</tr>
</tbody>
</table>

*Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful full-time higher education study, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first-year level and no fewer than two units at third-year level.

#Study undertaken for a minor study will be equivalent to a total of half a year of successful full-time higher education study, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first year level.

These standards refer to the amount of study to be undertaken in particular areas in terms of years of full-time equivalent study. This is compatible with the measurement of student load in terms of equivalent full-time student load (EFTSL). In a traditional structure of eight units per year, one unit would be equivalent to one-eighth of a year of full-time equivalent study.
GRADUATE CAREER PROFILES

JULIE PARK
Secondary Education
Personal Development, Health and Physical Education (PDHPE) Teacher,
St Catherine’s School, Waverley

I believe that as a teacher, I have the capacity to inspire young people who will ultimately be the leaders of tomorrow. There are very few occupations that can truly say they’re in the position to inspire people every single day...but a teacher can. Schools are such a dynamic environment; they keep you on your toes at all times! We work on a two week cycle, meaning that the timetable changes from week to week. I teach a mixture of practical and theory lessons throughout the day and also have lunch-time and detention duties each week. As a PDHPE teacher I’ll also be involved with sports in the mornings or afternoons. I love the fact that every day is different.

NICKOLA PICK
Primary Education
Primary School Teacher,
Carlingford West Public School

As a Year 6 teacher I’m responsible for teaching my students the school curriculum, as well as preparing, marking and assessing their work. I also supervise students on excursions and camps, communicate with parents, write reports and assist in other school-based activities such as debating and sports carnivals. The broad spectrum of personalities in my class is the best part of the job. Being responsible for thirty 12-year-olds provides a challenging and often entertaining work environment! My students constantly keep me on my toes. No two days are ever the same, which means I’m never bored.

JUSTIN FIELD
Primary Education
Primary School Teacher, Dural Public School

In my role as a primary school teacher at Dural Public School, I work as a classroom teacher, mediator and I take on an almost endless list of other roles. My favourite classroom activities involve practical maths games, spelling, aerobics, sport and science experiments. It is really important to be creative with what you’re doing, the most boring topics can still be fun with some imagination. I really enjoy the interaction with my colleagues and the children. Being able to watch your students grow, develop and improve in their abilities throughout the year is really rewarding.

NICOLAS MATERAC
Secondary Education
Maths and Science Teacher,
Northern Beaches Secondary College (Freshwater Campus)

I love sharing knowledge and what better place to do so than at a school? Some claim every day is different when you’re a teacher and they’re right, but patterns definitely emerge. I typically arrive at school at 8am and organise lessons for the day including photocopies, projectors, etc. Apart from the actual teaching, I also spend time planning ahead and sharing ideas with colleagues. Teaching has a big administrative side.

I write reports, communicate with parents and enter marks. School finishes after 3pm. Then I can catch up on admin, plan more lessons or go home. I’m still in the early years of my career, so at this point I have a lot to learn. Some of this learning comes from interacting with the students in class.
The Diploma in Languages is taken concurrently with any undergraduate or postgraduate coursework degree program at UTS. The course gives students the opportunity to learn a language and about the corresponding cultures and societies over six semesters.

**KEY INFORMATION**

- **2015 ATAR:** Not applicable
- **Course code:** C20059
- **Duration:** 3 years (part-time), concurrent study
- **Credit points:** 48
- **Delivery:** Face-to-face, City campus

The course will engage students in creative and inspiring learning that enables them to build strong professional identities and future-focused graduate capabilities. Students will obtain or improve their language and socio-cultural skills and therefore increase their employability in the domestic and international marketplace.

**SUBJECTS**

- Language and Culture 48cp
  Students will study six Language and Culture subjects of either: Chinese, French, German, Italian, Japanese or Spanish. They will gain a communication tool and understandings of other cultures and societies. Throughout the subjects the four macro language skills of listening, speaking, reading and writing, both individually and in combination, will be developed using authentic materials covering a variety of situations.

A range of entry levels cater for students with prior knowledge and for beginners. Students who have successfully completed the language at HSC level or equivalent may be able to begin at higher levels.

**STUDY PATTERN**

Students study one Diploma in Languages subject per semester in addition to their professional degree subjects. A standard UTS fulltime semester for undergraduates is 24cp. With the Diploma in Languages a student would increase their load to 32cp per semester.

**GRADUATE OUTCOMES**

Throughout the course students will have developed a range of skills and capabilities. Graduates of the Diploma in Languages will:

- possess a developed level of oral and written communication skills in at least one language other than English
- have the capacity to operate appropriately in intercultural professional contexts
- be able to apply international knowledge as adaptable, flexible and resourceful practitioners
- have a broad and coherent understanding of the historical, political, cultural, social and economic situations of countries and societies where their language of study is spoken
- be able to creatively design and conduct independent, engaged and ethical research in and about other cultural contexts and societies
- possess critical problem-solving and research-led analytical skills in international and intercultural change
- be able to personally reflect upon the relationship between diverse cultures in Australia while confidently engaging successfully with cultures overseas, particularly in this region
- and as informed and engaged international citizens graduates will demonstrate cosmopolitan openness, with an awareness of, and commitment to, ethical practices

**FEES**

Local Students: Commonwealth Supported Places for both undergraduate and postgraduate local students.

International students: fee paying

**ADMISSION REQUIREMENTS**

Any student enrolled in a UTS undergraduate or postgraduate coursework degree is eligible to apply. Students not studying at UTS are unable to apply and it can not be enrolled in as a stand alone course.

**HOW TO APPLY**

Students need to submit a direct application to UTS. http://www.uts.edu.au/future-students/international-studies
TUITION FEES

Local students
Most local students will be studying in a Commonwealth Supported Place which means the Australian Government makes a contribution to the cost of your study while you pay a student contribution. If eligible, you can elect to pay your student contribution upfront or defer payment of your student contribution using HECS-HELP. Visit www.studyassist.gov.au for more info.

Fees from 2016 onwards
As part of its 2014-15 Budget announcements, the Federal Government indicated its intention to introduce major changes to higher education funding that will have significant implications for universities and students, particularly Commonwealth Supported students. These changes are subject to the passage of legislation. In the case that this legislation is passed through the Senate, UTS will work closely with all stakeholders to determine fee amounts for 2016 onwards. Check www.fees.uts.edu.au for updates.

International students
This guide is not intended for international students. For information on fees for international students visit www.uts.edu.au/international

Student Services and Amenities Fee
Students are also required to pay a Student Services and Amenities Fee. This fee funds services and amenities at UTS such as social and cultural clubs, services for developing students study skills, UTS Union food, beverage and retail outlets (including a 10% discount for students), the free legal services centre for students, and the second-hand bookstore. If you’re an Australian citizen or on a humanitarian visa, this fee may be deferred through a new government loan scheme called SA-HELP. For more information see www.fees.uts.edu.au

SCHOLARSHIPS

UTS offers a range of scholarships to high achieving students and to assist students in need of financial assistance.

For information on all scholarships visit www.uts.edu.au/future-students/scholarships

TEACH NSW SCHOLARSHIPS

NSW Department of Education Scholarship Program offers up to 300 scholarships for talented students to train as teachers in secondary maths, science or English. Up to 80 of these scholarships are available exclusively for Aboriginal or Torres Strait Islander students to train as teachers in primary education or any secondary subject.

For more information please visit the Teach NSW website: www.teach.nsw.edu.au

FINANCIAL ASSISTANCE

The UTS financial assistance service can help students with practical and financial aspects of life at university.

Local UTS students with ongoing and long-term low income, can approach our financial assistance service for support with advocacy to Centrelink, information on HECS and FEE-HELP, loans and equity based scholarships and grants, and advice on budgeting.

STUDENT LOANS

As a UTS student you may be eligible for an interest free student loan from UTS of up to $500 to assist with bills, rent, one-off living expenses and other costs, such as medical costs.

For information on financial assistance at UTS visit www.ssu.uts.edu.au/fassist
LOCAL STUDENTS
Applications for most UTS undergraduate courses must be lodged online through the Universities Admission Centre (UAC): www.uac.edu.au

Applications open in August and must be received by UAC by the end of September. Late fees apply for applications received after this date.

Current School Leavers
For most high school student applicants, selection is based on your ATAR or IB only. If you completed your IB in another country you may also need to demonstrate your English language proficiency. You may also be eligible for entry via one of the UTS Access Schemes.

Mature Age and Non-Current School Leavers
For most mature-aged students and non-current school leavers, selection is based on academic merit based on previous ATAR or post-school subjects already completed. UTS may also take into account your relevant achievements. You may also increase your chances of getting into UTS via access schemes. See the opposite page for more info.

Credit recognition may be given towards studies that are closely related to the Bachelor of Education in Primary Education course such as a TAFE Child Services Certificate, or another university Primary Education course.

Note: Applicants for the Master of Teaching in Secondary Education must apply through UAC Postgraduate courses.

INTERNATIONAL STUDENTS
Please note this guide is not intended for international students and not all courses are available to international students.

Course information for international students is available in the relevant UTS: International Course Guide and online at: www.uts.edu.au/international

Applicants who are not citizens or permanent residents of Australia or citizens of New Zealand must apply as international students directly through UTS International.

UTS International
Tel: 1800 774 816 (free call within Australia)
Tel: +61 3 9627 4816 (for international calls)
Web: www.uts.edu.au/international
Email: international@uts.edu.au

ENTRY SCHEMES
Educational Access Schemes
UTS Educational Access Schemes take into account a range of educational disadvantages that may have affected your most recent academic performance. The following schemes assist applicants to gain entry to UTS courses:

> inpUTS Educational Access Scheme awards 10 concessional ATAR points for high school leavers and students with post-secondary qualifications who have experienced educational disadvantage and achieve a minimum ATAR of 69

> UTS Elite Athletes and Performers Special Admissions Scheme awards 5 concessional points off the ATAR cut-off to applicants who are elite athletes and/or performers (representing school or state in national level competition) and whose sport or performance commitments have impacted on their studies

For more information about Educational Access Schemes contact:

UTS Equity & Diversity Unit
Tel: +61 2 9514 1084
Web: www.equity.uts.edu.au/admission
Email: equity@uts.edu.au

ENTRY PATHWAYS
If you don’t gain entry to your education course of choice there are a number of alternate pathways to teacher education at UTS that you can pursue. For more information please visit: www.uts.edu.au/future-students/education

INDIGENOUS AUSTRALIANS
If you identify as Australian Aboriginal or Torres Strait Islander, the Jumbunna Indigenous House of Learning will provide specialised assistance to help you gain entry to UTS through the Jumbunna Direct Entry Program or UNISTART.

To apply for entry to UTS through the Jumbunna Direct Entry Program or UNISTART, contact:

Jumbunna Indigenous House of Learning
Tel: 1800 064 312 (free call within Australia)
Tel: +61 2 9514 1902
Web: www.jumbunna.uts.edu.au
Email: atsirecruitment@uts.edu.au
OUR REINVENTED CAMPUS IS NOW READY, WITH THREE NEW BUILDINGS AND A HOST OF WORLD-CLASS FACILITIES. VISIT US TO SEE WHY UTS IS AUSTRALIA’S MOST INNOVATIVE CAMPUS.

UTS OPEN DAY

29 AUGUST 2015
City campus, 9am – 4pm
Register online at openday.uts.edu.au

UTS INFO DAY

5 JANUARY 2016
City Campus, 10am – 3pm