

BACHELOR OF EDUCATION: CONVERSION (UPGRADE COURSE)

GENERAL INFORMATION

The Bachelor of Education: Conversion (Upgrade Course) enables teachers with a Diploma of Teaching to upgrade that qualification to a four-year Bachelor of Education. It provides an opportunity to think through the implications of the Christian faith for teaching with a flexible approach to study through distance education. The twin aims of high academic rigour and a clear Christian perspective make this a course capable of transforming your thinking and integrating your current practice with a Biblically sound Christian world view.

ENTRY REQUIREMENTS

Students wishing to enrol in the Bachelor of Education: Conversion (Upgrade Course) would normally have a three-year qualification in education. Students can, however, apply for admission under Special Admission if they have a two-year qualification in education and substantial teaching experience, or professional qualifications and experience that will satisfy the Admissions Committee that the applicant has the preparation and capacity to successfully complete the course.

COURSE PROGRESSION

The Bachelor of Education requires students to complete 54 credit points (6 units) made up of 9 credit points of Core units (1 Unit), 45 credit points (5 units) from the elective units.

UNIT LISTING

Core Units

ED407 Teaching From a Christian Perspective	9cp
ED408 Christian Schooling: Perspectives on Philosophy and Practice	9cp

Elective Units

ED414 A Christian Perspective on Curriculum	9cp
ED444 Special Education	9cp
ED441 Can a School be a Learning Community?	
ED415 The Bible in the Christian School: Transformative or Traditional	9cp
ED477 The Relationship of the Bible to Education	9cp
ED480 Comprehensive Essay with Literature Review	9cp
ED481 Comprehensive Essay with Professional Portfolio	9cp

UNIT DESCRIPTIONS

Core Units

ED 407 Teaching from a Christian Perspective

This unit is designed to cause teachers to think reflectively and critically about their own teaching approaches in the light of modern pedagogy, and an understanding of the Bible and its relationship to teaching. Students will evaluate models and teaching strategies that reflect Biblical understandings and examine the concept of relational teaching drawing on the examples and teachings of Jesus

ED 408 Christian Schooling: Perspective on Philosophy and Practice

This unit introduces students to the history, philosophy and practice of Christian schooling. Areas covered include nurture and discipline, strategies for teaching and learning, curriculum design and the school as a learning community. It is an excellent unit for those new to Christian schooling or for those in need of a refresher course.

Elective Units

ED 414 A Christian Perspective on Curriculum

Curriculum reflects the values, assumptions and predispositions of the author. This unit investigates varying conceptions of curriculum and a range of strategies for use in curriculum development. It helps teachers devise an effective process of school-based curriculum development that will enable them to design curricula which are consistent with the aims and strategies of the school, and to identify basic issues in curriculum design by working with colleagues in developing educational programs that reflect their faith.

ED 444 Special Education

Teachers face such a wide diversity of special needs in the classroom that it is an ongoing challenge to develop a well-informed repertoire of relevant skills and an up-to-date awareness of resources available. This unit focuses on the development of a Biblical understand of exceptionality, on the major issues and choices facing educators in this area, and on the development of the basic skills necessary to serve students with special needs effectively.

ED 441 Can a School be a Learning Community?

The unit examines the importance of school relationships as the key to developing effective Christian schooling. It asks the question "Can a school be a learning Community?" In doing this it explores the idea that a truly effective Christian school must be based on a different paradigm of education which sees a school not as a teaching institution but as a learning community centred on Jesus Christ and based on biblical understanding which includes understanding teaching as pastoral ministry. These may appear to be quite radical ideas but this unit argues that they are foundational for truly effective teaching and learning. If Christian Schooling is to maintain its influence then it must operate from a different educational paradigm than the paradigm of secular schooling.

ED 415 The Bible in the Christian School: Transformative or Traditional

The first section of this unit considers three approaches to the Scriptures which intend to promote a right understanding and use of God's written Word. The unified purpose of the Scriptures, the gospel centrality and the unfolding canon of the Scriptures are discussed. The second section considers how the Bible, rightly used, should impact both the shape and the content of curriculum. Assistance is provided on the preparation of Biblical Studies curriculum as well as other curriculum units developed from a Biblical perspective.

ED 477 The Relationship of the Bible to Education

This unit examines the range of possible relationships between the Bible and education, and ways of legitimately moving from the Bible to educational theory and practice. The focus will be on seeking to apply the Bible to education. The intention is to broaden the student's understanding of possible models of education which should provide more critical and fruitful ways of relating the Bible to education and help in evaluating various Biblical approaches to education.

ED 480 Comprehensive Essay with Literature Review

This unit is designed to highlight the worldview and structural coherence that connects units of study within the education awards offered by Morling College Ltd. and provide students with assessment contexts in which they can demonstrate their own progressive growth as teachers, which has taken place over the course of their studies. The assessments focus on students' reflections around two tasks – a literature review, requiring students to demonstrate a sound understanding on selected issues that they have considered during their studies; and a comprehensive essay which encourages students to reflect upon an educational topic of significant contemporary interest as a demonstration of their growth in understanding.

ED 481 Comprehensive Essay with Professional Portfolio

The unit is designed to allow students to demonstrate how their studies have helped develop their understanding of Christian Education and then showcase the application of this understanding to their classroom practice. Through reflective journaling and compilation of relevant material, the students are expected to show a progressively developing integration of a Biblical perspective into pedagogy, curriculum, assessment, stakeholder relationships and all aspects of the teaching and learning task.

For further information about the course please contact

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