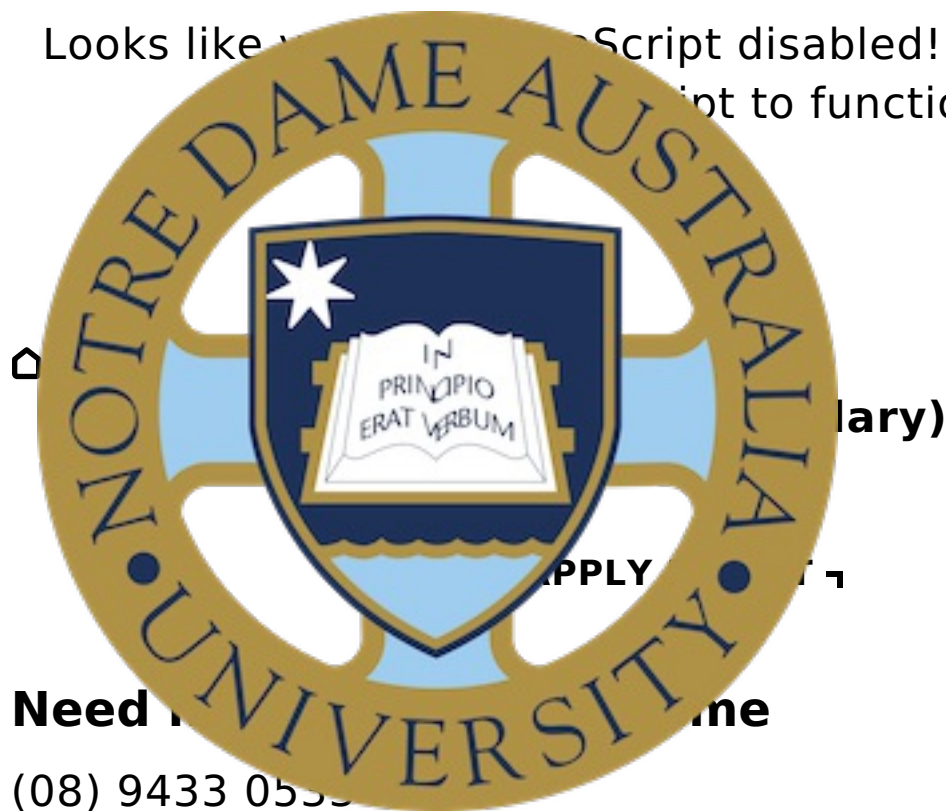


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Need more information?

(08) 9433 0555

<https://www.notredame.edu.au/home>

Duration: 4 years full-time or equivalent part-time

Duration type: Full time; Part time

Campus: Fremantle

Study mode: On campus

Commencement: Semester 1; Semester 2

Program code: 3126

CRICOS code: 035286C

Loan Scheme: Commonwealth Supported Place (CSP);
International Full Fees

Practical Component: 32 weeks

Bachelor of Education (Secondary)

School of Education

Are you passionate about teaching and guiding secondary students through their formative teenage years? In that case, The University of Notre Dame Australia's Bachelor of Education (Secondary) degree is your ideal qualification. It will give you the qualifications to work with students aged from 12 to 17 years in Australian Catholic, Independent and Government schools. The four-year degree has flexible full-time or part-time study options available. As part of your studies, you will complete 32 weeks of school-based practical experience and choose a Major and Specialisation teaching area. So contact us today to start making a difference.

Why study this degree?

If your ambition is to teach in a secondary school environment, you will be well-prepared with our four-year Bachelor of Education (Secondary) degree. It is a well-rounded undergraduate program that combines theory, the latest teaching technology, and plenty of hands-on classroom experience. Working from a rigorous and practical curriculum, you will acquire the academic skills to teach secondary school students.

In addition, you will be required to choose one major teaching area such as English, Humanities and Social Sciences, Mathematics, Science or Religious Education. You will complete eight courses in your chosen major area, plus four courses in your chosen area of specialisation.

The 32 weeks of supervised teaching (practicum) experience is integral to your degree. This is divided into two weeks of classroom immersion and teacher assistance in your first year;

one term with a particular focus on your Learning Area Major in both your second and third years; one term with a special emphasis on your Learning Area Specialisation in your third year; and an internship in your final year which focuses on both your Learning Area Major and Specialisation, as well as Religious Education if you have chosen to complete your accreditation to teach Religious Education.

Our degree will provide the academic skills you need to support, engage, and extend secondary school children by integrating theory and practice. So get in contact with us today to enrol.

Please note: Education students in WA must sit the national Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE). The test is administered externally by the Australian Council for Educational Research (ACER). You must register and pay for the test.

Program summary

Year One

- Information Literacy Skills for Education Studies
- Introduction to ICT for Teachers
- Introduction to Teaching and the Curriculum Framework
- Developmental Psychology
- Classroom Immersion: Secondary (two weeks of classroom immersion and teacher assistance)
- Psychological Principles of Classroom Management
- Three Major Teaching Area Subjects
- One Specialisation Teaching Area Subject

Year Two

- Foundational Teaching Skills

- Catering for Difference
- School Experience 1: Secondary (10 weeks of school experience with special focus on your Learning Area Major/Specialisation)
- Transforming Learning Through ICT
- Teaching Method Major
- Education, Service & Community Engagement
- Principles of Secondary Religious Education 1
- Two Major Teaching Area Subjects
- One Specialisation Teaching Area Subject

Year Three

- Contemporary Issues in Secondary Schooling
- Teaching and Learning Strategies for Adolescents
- School Experience 2: Secondary (10 weeks of school experience with special focus on your Learning Area Major/Specialisation)
- Advanced Teaching Skills
- Teaching Method Specialisation
- Liturgy and Sacraments
- Two Major Teaching Area Subjects
- One Specialisation Teaching Area Subject

Year Four

- Principles of Secondary Religious Education 2
- Preparing for Internship and Transition
- Scripture and Church
- Working with Indigenous Students
- Professional and Legal Responsibilities of the Teacher
- Christology
- Teaching Internship: Secondary (10 weeks of school

experience with an integrated program of teaching in both Learning Area Majors/Specialisations and Religious Education)

- One Major Teaching Area Subject
- One Specialisation Teaching Area Subject

Subject Major and Specialisations

- Human Behaviour
- Media
- English
- Humanities and Social Sciences
- Mathematics
- Religious Education
- Science
- Drama

Core Curriculum

- CORE I: Foundations of Wisdom
- CORE II: Elective
 - Electives in philosophy and\or theology
 - Professional embedded electives that integrate studies in a profession with philosophy and\or theology
 - An option to undertake a pilgrimage embedded in the study of the philosophy and theology of pilgrimage, e.g., World Youth Day
 - An option to undertake a course that integrates philosophy & theology with community service and charity work
 - An option to undertake an elective in philosophy, theology, and the liberal arts contained within an international experience

More information regarding courses can be found at the [course descriptions \(https://www.notredame.edu.au/about-us/faculties-and-schools/school-of-education/fremantle/course-descriptions\)](https://www.notredame.edu.au/about-us/faculties-and-schools/school-of-education/fremantle/course-descriptions) page.

Full details of the program requirements are contained in the [Program Requirements \(https://www.notredame.edu.au/_data/assets/pdf_file/0030/399/of-Education-Secondary.pdf\)](https://www.notredame.edu.au/_data/assets/pdf_file/0030/399/of-Education-Secondary.pdf).

Entry requirements

Entry requirements WA

Learning outcomes

Upon successful completion of the Bachelor of Education (Secondary) graduates will be able to:

1. Demonstrate a deep professional content knowledge specific to their teaching area/s based on the requirements of The Western Australian Curriculum and Assessment Outline and the developing Australian Curriculum. Students will advance that knowledge through the application of relevant pedagogy in their teaching
2. Have the required professional knowledge of the physical, social, cognitive, emotional, family, and cultural factors that shape an adolescent's learning in order to become teachers who are able to provide appropriately inclusive programs that support all learners to reach their potential
3. Maximise the learning potential of adolescents by applying professional practices that are underpinned by sound, research-based pedagogies of how students learn best
4. Establish a wide repertoire of professional practices in assessment, reporting and evaluation to effectively gauge and reflect a student's learning;

5. Attain professional attributes and skills through the study of education units and apply this professional learning to meaningful professional practicum experiences to consolidate planning, implementation and evaluation skills furthering adolescents' educational success and lifelong learning
6. Advance their knowledge of the current research and theoretical perspectives of secondary education in order to develop sound professional understandings that will support their pedagogical practices for establishing learning environments best suited to adolescents' learning
7. Undertake professional engagement that is characterized by comprehensive planning, relevant and realistic feedback to students, relevant and appropriate communication with parents and carers, and connections with various other stakeholders; and
8. Develop professional dispositions by fostering, articulating, and reflecting in order to understand critically the contributions their teaching area/s makes to the education of their students and be able to take advantage of cross-disciplinary opportunities in their teaching.

Practical component

Students in the Bachelor of Education (Secondary) are required to complete a minimum of 32 weeks of practicum that is comprised of:

- EDUC1294 Professional Experience 1 Secondary (2 continuous weeks in duration –80 hrs)
- EDUC2297 Professional Experience 2 Secondary (10 continuous weeks in duration – 400 hrs)
- EDUC3294 Professional Experience 3 Secondary (10 continuous weeks in duration – 400 hrs)
- EDUC4291 Professional Experience 4 Secondary (10

continuous weeks in duration – 400 hrs)

To be able to undertake Professional Experience all students must complete a Working with Children Check, and an Education Policy History Check. Students must maintain valid checks throughout the duration of their program.

Career opportunities

Teachers graduating with a Bachelor of Education (Secondary) degree will be able to work in Australia as secondary school teachers in Catholic, Independent and Government schools in a specialised area of their choice.

Real-world experience

You will learn from academics who are industry leaders and, through our practicum placements and internship programs, you will gain real professional experience and make valuable contacts with potential employers.

Professional accreditation

The Bachelor of Education (Secondary) is accredited under the Australian Institute for Teaching and School Leadership (AITSL) via its agency the Teacher Registration Board of Western Australia (TRBWA).

Study abroad

A global perspective adds a valuable dimension to your university education. At Notre Dame University you can study while experiencing the world. We encourage students to become active global citizens through a range of exchange programs, professional placements, study tours, and volunteer opportunities. Visit [International Opportunities](https://www.notredame.edu.au/study/international-students) (<https://www.notredame.edu.au/study/international-students>) to find out more.

Fees and costs

This Program has the following loan scheme(s) available for eligible students:

Commonwealth Supported Place (CSP)

A Commonwealth Supported Place (CSP) is a place at a university where the Australian Government pays part of your fees. This part is a subsidy, not a loan, and you don't have to pay it back. However, this subsidy does not cover the entire cost of your study. Students must pay the rest, which is called the 'student contribution amount'.

In a Commonwealth Supported Place, your fees are subsidised by the Australian Government. Your fees will be split into two portions:

The Commonwealth contribution, which is the portion paid by the Australian Government.

The student contribution, which is the portion you pay. You may choose to pay upfront or defer your student contribution with a HECS-HELP Loan. The [HECS-HELP loan scheme \(https://www.studyassist.gov.au/preview-link/node/106/5de65e70-6656-4297-a79d-19fd4a6deadd\)](https://www.studyassist.gov.au/preview-link/node/106/5de65e70-6656-4297-a79d-19fd4a6deadd) assists eligible students with the payment of all, or part, of their tuition fees, not including additional study costs such as accommodation or textbooks. Your HECS-HELP debt will be indexed each year in line with the Consumer Price Index.

Eligible students will be offered a CSP – you do not need to apply.

International Full-Fee Paying

Tuition costs depend on an international student's study load and discipline. Fees are payable each semester at least four weeks prior to the commencement of your program.

For indicative fees and information on how to pay, including Government loan schemes and our online calculator, visit our [Fees, costs and scholarships page](https://www.notredame.edu.au/study/fees-costs-and-scholarships) (<https://www.notredame.edu.au/study/fees-costs-and-scholarships>).

Student profile data

The tables below gives an indication of the likely peer cohort for new students in this Program. It provides data on all students who commenced in this Program in the most relevant recent intake period, including those admitted through all offer rounds and international students studying in Australia.

Fremantle Student Profile Data

TABLE 1a - Bachelor of Education (Secondary) BASIS OF ADMISSION IN SEMESTER 1, 2022 INTAKE

Applicant background	Semester 1 2022	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	9	25%
(B) Vocational education and training (VET) study	N/A	N/A
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	<5	N/P
(D) Recent secondary education:	<5	N/P

◦ Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points)		
◦ Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, interview, extra test, early offer conditional on minimum ATAR)	<5	N/P
◦ Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, interview, school marks & recommendation with no minimum ATAR requirement)	19	53%
International students	<5	N/P
All students	36	100.0%

TABLE 1b - Bachelor of Education (Secondary) ATAR PROFILE DATA FOR APPLICANTS ENTERING ON THE BASIS OF RECENT SECONDARY EDUCATION IN SEMESTER 1, 2022 INTAKE

RECENT SECONDARY EDUCATION - ATAR-based offers	ATAR (Excluding adjustment factors) *	Selection Rank (ATAR plus any adjustment factors) *[only if relevant]
Highest rank to receive an offer	94.85	94.85
Median rank to receive an offer	82.85	82.85

Lowest rank to receive an offer	75.25	78.45
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Sydney Student Profile Data

TABLE 1a - Bachelor of Secondary Education BASIS OF ADMISSION IN SEMESTER 1, 2022 INTAKE

Applicant background	Semester 1 2022	
	Number of students	Percentage of all students
(A) Higher education study (includes a bridging or enabling course)	<5	N/P
(B) Vocational education and training (VET) study	<5	N/P
(C) Work and life experience (Admitted on the basis of previous achievement not in the other three categories)	<5	N/P
(D) Recent secondary education: <ul style="list-style-type: none"> Admitted solely on the basis of ATAR (regardless of whether this includes the consideration of adjustment factors such as equity or subject bonus points) 	N/A	N/A
<ul style="list-style-type: none"> Admitted where both ATAR and additional criteria were considered (e.g. portfolio, 	<5	N/P

audition, interview, extra test, early offer conditional on minimum ATAR)		
◦ Admitted on the basis of other criteria only and ATAR was <i>not</i> a factor (e.g. special consideration, audition alone, interview, school marks & recommendation with no minimum ATAR requirement)	25	71%
International students	N/A	N/A
<i>All students</i>	35	100.0%

TABLE 1b - Bachelor of Secondary Education ATAR PROFILE DATA FOR APPLICANTS ENTERING ON THE BASIS OF *RECENT SECONDARY EDUCATION* IN SEMESTER 1, 2022 INTAKE

RECENT SECONDARY EDUCATION - ATAR-based offers	ATAR (Excluding adjustment factors) *	Selection Rank (ATAR plus any adjustment factors) *[only if relevant]
Highest rank to receive an offer	N/A	N/A
Median rank to receive an offer	N/A	N/A
Lowest rank to receive an offer	N/A	N/A

Notes:

“<5” – the number of students is less than 5

N/A – Students not accepted in this category

N/P – Not published: the number is hidden to prevent the

calculation of numbers in cells with less than 5 students

In 2022, due to COVID, additional adjustment factor points were granted to applicants from NSW, ACT and VIC.

More information

Considering your uni options?

Talk to one of our career advisors for a personalised advice session (<https://calendly.com/d/dmr-5gg-c2h>). Our advisors provide support while choosing a program of study and completing our application process. **Book my session.** (<https://calendly.com/d/dmr-5gg-c2h>)

For more information, please call our Prospective Students Office on +61 8 9433 0533 or email future@nd.edu.au (<mailto:future@nd.edu.au>).

All international enquiries should contact the International Students Office on international@nd.edu.au (<mailto:international@nd.edu.au>).