

Bachelor of Teaching (Primary)

includes:

Bachelor of Teaching (Primary)

The Bachelor of Teaching (Primary) fosters the development of graduates who possess a foundation of knowledge and skills to enable them to communicate and interact effectively with children and young adults; develop a thorough understanding of the way children and young adults learn; create for all primary school students a positive model of learning in stimulating environments and evolve a personal philosophy of education based upon a sound body of knowledge of theory and its relationship with practice.

The course includes the following awards:

Bachelor of Teaching (Primary) *BTeach(Prim)*

Course Study Modes and Locations

Bachelor of Teaching (Primary) (3415TP)

Distance Education - Albury-Wodonga

Availability is subject to change, please verify prior to enrolment.

Normal course duration

Bachelor of Teaching (Primary)

Full-time 3.0 years (6.0 sessions)

Part-time 6.0 years (12.0 sessions)

Overall Duration: 3.0 (FTE) Actual Duration: 2.0 (FTE) A standard entry level credit package of 64 points, represented as EDU38C, will apply for a previously completed relevant undergraduate degree that meets NESAs content/discipline requirements. Students who do not meet the NESAs requirements will receive proportionally less credit (either 56 points, represented as EDU37C, or 48 points, represented as EDU36C) - based on the number of additional subjects required to meet accreditation.

Normal course duration is the effective period of time taken to complete a course when studied Full-time (Full-time Equivalent: FTE). Students are advised to consult the Enrolment Pattern for the actual length of study. Not all courses are offered in Full-time mode.

Admission criteria

[CSU Admission Policy](#)

Admission to the Bachelor of Teaching (Primary) will be on the grounds of acceptable Undergraduate requirements for entry into Primary Teaching.

English Language Proficiency Entry Requirements for Teacher Education Preparation Programs

English Language Proficiency entry requirements for non-Anglophone International students are: an overall IELTS (or equivalent) score of 7.5 (with no score below 7 in reading and writing, and a score of no less than 8 in speaking and listening).

Note: Please refer to relevant National or State employing bodies for their English language proficiency requirements when seeking employment.

Credit

[CSU Credit Policy](#)

Bachelor of Teaching (Primary) Graduate Entry

Upon admission students are awarded 64 points of entry level credit in recognition of prior completed relevant undergraduate bachelor's degree.

The credit packages which are awarded upon entry to the course are based on how well the applicant's previous academic background fits with the NESAs requirements for appropriate foundation studies for primary teaching - these requirements can be viewed in full at the Institute's website (see <http://www.nswteachers.nsw.edu.au/Subject-Content-Requirements-abridged.html>).

Students are admitted to the course if they are no more than two subjects short of these requirements.

If they require two further subjects to meet the NESAs specifications, they are awarded credit package EDU36C (48 credit points), which permits them to undertake two additional subjects within the course.

If they require one further subject to meet the NESAs specifications, they are awarded credit package EDU37C (56 credit points), which permits them to do an additional subject within

the course.

If they meet the requirements in full, they are awarded credit package EDU38C (64 credit points), which indicates they do not need to do any additional study beyond the normal course requirements, in order to comply with the NESAs specifications.

Students in the BTeach(Primary) course are not obliged to complete their additional study at CSU. They may complete suitable subjects at another tertiary institution, in which case their credit package would be adjusted upward accordingly upon provision of documentary evidence of satisfactory completion of suitable subjects at another institution.

Appropriate additional study for those who do not meet the NESAs specifications is determined on an individual basis, and is dependant on a student's particular academic background. At the request of Student Administration, a list of all potentially appropriate CSU subject prefixes via which students in the course may meet the requirements is provided below, to assist with data collation for the Degreeworks program. However it should be noted that completion of subjects with subject prefixes listed below will not necessarily indicate eligibility to graduate. More importantly, the subjects need to meet the Institute's requirements for subject content relevant to one of the six specified Key Learning Areas of primary education, in a way which is relevant to the particular student and their academic history. Passing a subject with a potentially appropriate CSU subject prefix does not guarantee that the subject studied is relevant or useful in terms of meeting graduation requirements. In short, eligibility to graduate from this course cannot be determined by Degreeworks, and all graduands will need to be checked within the Faculty against the initial assessment made upon their entry to the course.

Below is the list of potentially appropriate CSU subject prefixes for additional subjects to be completed by students with credit packages EDU36C/37C:

ACC, ACT, ADM, ADV, AGB, AGF, AGP, AGR, AHT, ANT, APS, ARC, ART, ASC, BCM, BIB, BIO, BIOL, BLD, BMS, BUS, DCM, CED, CFS, CHEM, CHM, CHN, CHP, CLS, CLT, COM, CON, SPA, CRM, CST, DAT, DBA, DBL, DES, DOH, DPH, DRW, ECO, EDA, EDE, EDH, EDL, EDM, EDN, EDP, EDS, EDU, EEA, EEB, EEC, EED, EEE, EEL, EEP, EER, HER, ELA, ELN, ELS, ELT, EMA, EMG, EMH, EML, EMM, EMR, EMS, EMT, EMV, ENG, ENM, EPI, ESA, ESC, ESG, ESL, ESR, ESS, ETH, ETL, EZR, FBB, FDS, FIN, FLM, FOR, FPG, FSC, FSM, GEM, GEN, GEO, GER, GIS, GLG, GPM, GRP, HCS, HHS, HIP, HLT, HMT, HRC, HRM, HRS, HRT, HSC, HSM, HSP, HST, HSTY, IEP, IKC, IMI, INF, INM, INR, INS, INT, IRR, IRS, ISY, ITC, ITE, ITI, JPN, JRN, JST, JWD, LAW, LES, LGM, LIT, LNG, LSC, MAN, MBA, MCR, MED, MGI, MGT, MHP, MID, MIN, MIS, MKT, MOR, MPI, MRS, MSA, MSC, MST, MTH, MUS, NHA, NMT, NRS, NUT, OCC, OLV, OLY, OMT, OTY, PAD, PAS, PDN, PHC, PHL, PHM, PHS, PHT, PHY, PKM, PLC, PLN, PNT, POD, POL, PPP, PRH, PSC, PSYC, PSY, QBM, RAD, REC, REH, REL, RES, RMAS, RMBU, RMMN, RMRS, RMUC, RSC, SCI, SLV, SOC, SPA, SPE, SPH, SRM, SSC, STA, SWK, TDM, THM, THR, TLM, TRM, TVP, TXT, ULM, VET, VFX, VIS, VIT, VPA, VSS, WEL, WCS, XII.

Graduation requirements

To graduate students must satisfactorily complete 192 points.

Course Structure

The course structure for students studying the Bachelor of Teaching (Primary) consists of 6 education subjects, 2 professional experience subjects and 8 curriculum method subjects.

Education Subjects

- [EEE405](#) Assessment and Reporting
- [EED409](#) Learning and Development K-6
- [EED408](#) Successful Teaching
- [EEA406](#) Managing the Classroom Environment
- [EEB435](#) Indigenous Australian Studies for Teachers
- [ESS419](#) Principles of Inclusive Education

Professional Experience

- [EPT432](#) Professional Experience 1
- [EPT433](#) Professional Experience 2

Curriculum Method

- [EML440](#) Primary English Curriculum: Understanding Language and Literacy
- [EML439](#) Primary English Curriculum
- [EMM209](#) Mathematics: Content & Pedagogy
- [EMM410](#) Mathematics in the Primary Years
- [EMS406](#) Science and Technology Curriculum
- [EMH419](#) Curriculum Studies: Society and Environment
- [EMA410](#) Teaching and Assessing the Creative Arts
- [EMR408](#) PDHPE Curriculum and Pedagogy

Key Subjects

- [EED409](#) Learning and Development K-6
- [EED408](#) Successful Teaching
- [EEB435](#) Indigenous Australian Studies for Teachers
- [ESS419](#) Principles of Inclusive Education

Enrolment Pattern

BACHELOR OF TEACHING (PRIMARY)

The Bachelor of Teaching (Primary) is a 16 subject degree. All students must successfully

complete the first-year of study (8 subjects) listed in the enrolment pattern, before they will be able to continue to the second year of this degree.

At the completion of the first-year of study students may be eligible to apply to the Master of Teaching (Primary) degree. This will be based on achieving a Credit Grade Point Average.

Part-time enrolment pattern for Session 1 intake

Year 1

Session 1

[EML440](#) Primary English Curriculum: Understanding Language and Literacy

[EMM209](#) Mathematics: Content & Pedagogy

Session 2

[EML439](#) Primary English Curriculum

[EMM410](#) Mathematics in the Primary Years

Year 2

Session 1

[EMS406](#) Science and Technology Curriculum

[EMH419](#) Curriculum Studies: Society and Environment

Session 2

[EMA410](#) Teaching and Assessing the Creative Arts

[EPT432](#) Professional Experience 1

Year 3

Session 1

[EMR408](#) PDHPE Curriculum and Pedagogy

[EED408](#) Successful Teaching

Session 2

[EEB435](#) Indigenous Australian Studies for Teachers

[EED409](#) Learning and Development K-6

Year 4

Session 1

[EEE405](#) Assessment and Reporting

[ESS419](#) Principles of Inclusive Education

Session 2

[EEA406](#) Managing the Classroom Environment

[EPT433](#) Professional Experience 2

Full-time enrolment pattern for Session 1 intake**Year 1**

Session 1

[EML440](#) Primary English Curriculum: Understanding Language and Literacy

[EMM209](#) Mathematics: Content & Pedagogy

[EMS406](#) Science and Technology Curriculum

[EMH419](#) Curriculum Studies: Society and Environment

Session 2

[EML439](#) Primary English Curriculum

[EMM410](#) Mathematics in the Primary Years

[EMA410](#) Teaching and Assessing the Creative Arts

[EPT432](#) Professional Experience 1

Year 2

Session 1

[EMR408](#) PDHPE Curriculum and Pedagogy

[EED408](#) Successful Teaching

[EEB435](#) Indigenous Australian Studies for Teachers

[EED409](#) Learning and Development K-6

Session 2

[EEE405](#) Assessment and Reporting

[ESS419](#) Principles of Inclusive Education

[EEA406](#) Managing the Classroom Environment

[EPT433](#) Professional Experience 2

Part-time enrolment pattern for Session 2 intake**Year 1**

Session 2

[EML440](#) Primary English Curriculum: Understanding Language and Literacy

[EMM209](#) Mathematics: Content & Pedagogy

Year 2

Session 1

[EMM410](#) Mathematics in the Primary Years

[EMH419](#) Curriculum Studies: Society and Environment

Session 2

[EML439](#) Primary English Curriculum

[EMA410](#) Teaching and Assessing the Creative Arts

Year 3

Session 1

[EPT432](#) Professional Experience 1[EMS406](#) Science and Technology Curriculum*First year complete*

Session 2

[EEE405](#) Assessment and Reporting[ESS419](#) Principles of Inclusive Education**Year 4**

Session 1

[EMR408](#) PDHPE Curriculum and Pedagogy[EED408](#) Successful Teaching

Session 2

[EEA406](#) Managing the Classroom Environment[EED409](#) Learning and Development K-6**Year 5**[EEB435](#) Indigenous Australian Studies for Teachers[EPT433](#) Professional Experience 2**Full-time enrolment pattern for Session 2 intake****Year 1**

Session 2

[EML440](#) Primary English Curriculum: Understanding Language and Literacy[EMM209](#) Mathematics: Content & Pedagogy[EMA410](#) Teaching and Assessing the Creative Arts[EMH419](#) Curriculum Studies: Society and Environment**Year 2**

Session 1

[EML439](#) Primary English Curriculum[EMM410](#) Mathematics in the Primary Years[EMS406](#) Science and Technology Curriculum[EPT432](#) Professional Experience 1

Session 2

[EEE405](#) Assessment and Reporting[ESS419](#) Principles of Inclusive Education[EEA406](#) Managing the Classroom Environment[EEB435](#) Indigenous Australian Studies for Teachers

Year 3

Session 1

[EMR408](#) PDHPE Curriculum and Pedagogy[EED408](#) Successful Teaching[EED409](#) Learning and Development K-6[EPT433](#) Professional Experience 2**Workplace learning**

Please note that the following subjects may contain a Workplace Learning component.

EPT432 Professional Experience 1

EPT433 Professional Experience 2

Accreditation

This course is accredited by the NSW Education Standards Authority (NESA) until 31 December 2019.

Contact**Current Students**

For any enquiries about subject selection or course structure you will need to contact your Course Director. You can find the name and contact details for your Course Director in your offer letter or contact your School office.

Prospective Students

For further information about Charles Sturt University, or this course offering, please contact info.csu on 1800 334 733 (free call within Australia) or [enquire online](#).

The information contained in the 2017 CSU Handbook was accurate at the date of publication: May 2017. The University reserves the right to vary the information at any time without notice.

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