Bachelor of Primary Education (STeM) (322JA.5)

Please note these are the 2024 details for this course

Domestic students

Selection rank	60
	Note:
	The selection rank is the minimum ATAR plus adjustment factors required for admission to the program in the previous year. This is an indicative guide only as ranks change each year depending on demand.
Delivery mode	Blended
	On campus
Location	Bruce, Canberra
Duration	4.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	364024
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.
	View IELTS equivalences

International students

Academic entry requirements	To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page.
	[View UC's academic entry requirements](#)

Delivery mode	On campus

Location	Bruce, Canberra

Duration	4.0 years

Faculty	Faculty of Education

Discipline	Academic Program Area - Education

CRICOS code	088691G

English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.5, a score of not less than 8.0 in both speaking and listening, and no band score below 7.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.
	[View IELTS equivalences](#)

About this course

Get an educational advantage by specialising in STeM

This exciting four-year degree allows you to gain a qualification as a primary school teacher with a specialisation in the innovative fields of science, mathematics and technologies. You'll develop a comprehensive knowledge of the educational theories and teaching skills required in today's primary school classrooms, as well as a solid understanding of the national primary school literacy and numeracy curriculum from Kindergarten to Year 6.

On top of becoming a confident teacher of English, humanities and social sciences, and health and physical education for children aged five to 12, you'll develop a focused comprehension of the in-demand subjects of science, technologies and maths. From year two of your studies, you'll take a range of Pedagogical Content Knowledge (PCK) units which are taught on-site in primary schools, culminating in a specific Science Education Internship in your final year. On completion of the course, you'll be ready to take your passion for STeM and use it to create an imaginative and creative classroom from your first year of teaching onwards.

Study a Bachelor of Primary Education (STeM) at UC and you will:

- gain appropriate scientific, literacy and numeracy knowledge
- learn the theories and principles that are the foundation for educational practice in primary settings
- demonstrate an understanding of student needs and differences, and the relevance of these to learning in inclusive, indigenous, English as an Additional Language or Dialect (EALD) and mainstream settings
- plan and develop appropriate teaching activities for students from a diverse range of backgrounds
- develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and your own teaching
- apply the required content knowledge for all primary school curriculum areas to teaching, assessment and reporting methods, alternate/enhanced literacy and numeracy strategies, and the effective use of Information and Communication Technologies (ICT) in teaching and learning
- reflect on your practice and experiences, and engage in a process of continual improvement.

Work Integrated Learning

A teaching degree, by its very nature, is the embodiment of Work Integrated Learning (WIL), with its focus on compulsory professional teaching practice. During this course, you'll undertake a minimum of 80 days of practical placement across a range of different primary school levels and settings, including STeM-specific positions, culminating in a 30-day Science Education Internship in your final year.

In addition to this, the course content is developed by primary education professionals, and kept relevant and up-to-date through consistent monitoring of, and engagement with, the industry. You'll undertake authentic assessment tasks which are highly relevant to the day-to-day practice of teaching, and will take part in regular professional development activities, field trips to educational STeM sites such as Questacon, lectures hosted by guest speakers from a range of education and teaching backgrounds, and more.

Career opportunities

- Primary school teacher
- STeM teacher
- Principal
- Deputy principal
- Executive teacher
- Special needs teacher
- Gifted and talented teacher
- Relief teacher
- Private tutor
- Schools policy adviser
- Children's services manager
- OSHC coordinator (Out of School Hours Care)
- Schools engagement coordinator.

Course-specific information

This course is registered by the ACT Teacher Quality Institute (TQI) and recognised as a teaching qualification throughout Australia.

On graduating, students must register with the appropriate state teaching body in order to teach.

Students must obtain a Working with Vulnerable People Check before their first placement.

Professional accreditation

This course is registered by the ACT Teacher Quality Institute (TQI) and recognised as a teaching qualification throughout Australia.

Admission requirements

Admission to this course is based on an entrance rank. A rank can be achieved by the following means:

- Year 12 ATAR

- other Australian Qualification

- work experience

- overseas qualification

We also offer a number of entry initiatives that give you the opportunity to gain entry to the University via alternate pathway programs and admissions schemes.

More information is available on our Alternative Entry page: http://www.canberra.edu.au/future-students/applications/apply-now/alternative-entry

Additional admission requirements

All applicants will be required to complete a written statement in response to questions designed to assess their suitability for the teaching profession. Applicants' responses to these questions must be deemed satisfactory for them to be admitted to this course. You can find the questions in the 'resources' section of the online application portal when you are applying. You can upload your responses in PDF format as part of your application.

https://www.canberra.edu.au/about-uc/faculties/education/docs/UG-Teacher-Education-questionnaire.pdf

Students must obtain a Working with Vulnerable People Check.

Assumed knowledge

None.

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
2025	Bruce, Canberra	Semester 1	03 February 2025	✓	✓
2025	Bruce, Canberra	Semester 2	28 July 2025	✓	✓

2026	Bruce, Canberra	Semester 1	16 February 2026	✓	✓
2026	Bruce, Canberra	Semester 2	10 August 2026	✓	✓
2027	Bruce, Canberra	Semester 1	15 February 2027	✓	✓
2027	Bruce, Canberra	Semester 2	09 August 2027	✓	✓

Credit arrangements

There are currently no formal credit transfer arrangements for entry to this course. Any previous study or work experience will only be considered as part of the application process in accordance with current course rules and university policy.

Course requirements

Bachelor of Primary Education (STeM) (322JA) | 96 credit points

Required - 96 credit points as follows

Expand All | Collapse All

Major in Pedagogy and Practice (MJ0278) | 21 or 24 credit points

For the 21cp Major - Must pass 21 credit points as follows

The Practice (PCK) of Teaching English (9886) | 3 credit points — Level 3

The Practice (PCK) of Teaching Mathematics (9888) | 3 credit points — Level 3

Planning Assessing and Reporting (9894) | 3 credit points — Level 3

Teachers as Professionals (9918) | 6 credit points — Level 4

Engaging with Curriculum Frameworks (11766) | 3 credit points — Level 1

The Practice (PCK) of Teaching Science and Technologies (11780) | 3 credit points — Level 3

For the 24cp Major - Must pass 24 credit points as follows

The Practice (PCK) of Teaching English (9886) | 3 credit points — Level 3

The Practice (PCK) of Teaching Mathematics (9888) | 3 credit points — Level 3

The Practice (PCK) of Teaching Science (9889) | 3 credit points — Level 3

Planning Assessing and Reporting (9894) | 3 credit points — Level 3

Teachers as Professionals (9918) | 6 credit points — Level 4

Foundations of Pedagogy (11765) | 3 credit points — Level 1

Engaging with Curriculum Frameworks (11766) | 3 credit points — Level 1

Note:

- The 21 credit point Major is for students enrolled in 326JA Bachelor of Early Childhood & Primary Education. All other students should complete the 24 credit point Major.

Major in Science, Technology and Mathematics Education (MJ0280) | 18 credit points

Required - Must pass 12 credit points as follows

Creative Science Specialist (9867) | 3 credit points — Level 2

Mathematics in the Differentiated Classroom (9883) | 3 credit points — Level 4

Science Education Internship (9898) | 3 credit points — Level 4

Using Data to Improve Learning (10354) | 3 credit points — Level 3

Restricted Choice - Must pass 6 credit points as follows

Part A - Must pass 3 credit points from the following

Ways of Knowing, Being and Doing in Education (10450) | 3 credit points — Level 1

Being a Teacher (12034) | 3 credit points — Level 1

Note:

- From 2024 unit 12034 Being a Teacher has replaced 10450 Ways of Knowing, Being and Doing in Education. Students who completed 10450 prior to 2024 can still count the unit towards their degree.

Part B - Must pass 3 credit points from the following

Scientific Principles (9899) | 3 credit points — Level 1

STEM Principles (12128) | 3 credit points — Level 2

Note:

- From 2024 unit 12128 STEM Principles has replaced 9899 Scientific Principles. Students who completed 9899 prior to 2024 can still count the unit towards their degree.

Major in Educational Studies (MJ0275) | 24 credit points

Required - Must pass 24 credit points as follows

Addressing Challenges in Educational Environments (9857) | 3 credit points — Level 4

Classroom Climate and Organisation (9860) | 3 credit points — Level 2

Designing Learning for Diversity and Inclusion (9869) | 3 credit points — Level 2

Human Development and Learning (9874) | 3 credit points — Level 1

Using Design Principles and Technologies in Education (10451) | 3 credit points — Level 3

Professional Educational Contexts (11779) | 3 credit points — Level 2

Enacting Indigenous Pedagogies in Australian Education (11998) | 3 credit points — Level 3

Teaching Holistically (12036) | 3 credit points — Level 2

Required Units - Must pass 30 credit points as follows

Core Literacy (9863) | 3 credit points — Level 1

Educational Investigations (9870) | 6 credit points — Level 4

The Practice (PCK) of Teaching the Arts (9885) | 3 credit points — Level 3

The Practice (PCK) of Teaching HPE (9887) | 3 credit points — Level 3

The Practice (PCK) of Teaching Technologies (9890) | 3 credit points — Level 4

The Practice (PCK) of Teaching Humanities and Social Sciences (9891) | 3 credit points — Level 3

Engaging with LANTITE (10453) | 0 credit points — Level 1

Foundations of Early Literacy Instruction (11763) | 3 credit points — Level 2

Children's Literature (11764) | 3 credit points — Level 2

Foundations of Mathematical Understanding (12035) | 3 credit points — Level 1

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the inherent requirements statement applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

Being a Teacher (12034)

Core Literacy (9863)

Foundations of Mathematical Understanding (12035)

Human Development and Learning (9874)

Semester 2

Children's Literature (11764)

Engaging with Curriculum Frameworks (11766)

Engaging with LANTITE (10453)

Foundations of Pedagogy (11765)

STEM Principles (12128)

Year 2

Semester 1

Creative Science Specialist (9867)

Foundations of Early Literacy Instruction (11763)

Professional Educational Contexts (11779)

The Practice (PCK) of Teaching Humanities and Social Sciences (9891)

Semester 2

Classroom Climate and Organisation (9860)

Designing Learning for Diversity and Inclusion (9869)

Enacting Indigenous Pedagogies in Australian Education (11998)

The Practice (PCK) of Teaching Mathematics (9888)

Year 3

Semester 1

Teaching Holistically (12036)

The Practice (PCK) of Teaching English (9886)

The Practice (PCK) of Teaching Science (9889)

Using Design Principles and Technologies in Education (10451)

Semester 2

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching the Arts (9885)

Using Data to Improve Learning (10354)

Year 4

Semester 1

Mathematics in the Differentiated Classroom (9883)

Science Education Internship (9898)

Teachers as Professionals (9918)

Semester 2

Addressing Challenges in Educational Environments (9857)

Educational Investigations (9870)

The Practice (PCK) of Teaching Technologies (9890)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Children's Literature (11764)

Engaging with Curriculum Frameworks (11766)

Foundations of Pedagogy (11765)

STEM Principles (12128)

Year 2

Semester 1

Being a Teacher (12034)

Core Literacy (9863)

Engaging with LANTITE (10453)

Foundations of Mathematical Understanding (12035)

Human Development and Learning (9874)

Semester 2

Classroom Climate and Organisation (9860)

Designing Learning for Diversity and Inclusion (9869)

Enacting Indigenous Pedagogies in Australian Education (11998)

The Practice (PCK) of Teaching Mathematics (9888)

Year 3

Semester 1

Creative Science Specialist (9867)

Foundations of Early Literacy Instruction (11763)

Professional Educational Contexts (11779)

The Practice (PCK) of Teaching Humanities and Social Sciences (9891)

Semester 2

Planning Assessing and Reporting (9894)

The Practice (PCK) of Teaching HPE (9887)

The Practice (PCK) of Teaching the Arts (9885)

Using Data to Improve Learning (10354)

Year 4

Semester 1

Teaching Holistically (12036)

The Practice (PCK) of Teaching English (9886)

The Practice (PCK) of Teaching Science (9889)

Using Design Principles and Technologies in Education (10451)

Semester 2

Addressing Challenges in Educational Environments (9857)

Educational Investigations (9870)

The Practice (PCK) of Teaching Technologies (9890)

Year 5

Semester 1

Mathematics in the Differentiated Classroom (9883)

Science Education Internship (9898)

Teachers as Professionals (9918)

Course information

Course duration

Standard 4 years full time or part-time equivalent. Maximum 10 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes

Demonstrate knowledge of the theoretical frameworks that underpin a comprehensive understanding of primary school learners.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways. |
| Demonstrate knowledge of theories and principles that are the foundation for educational issues and practice in primary settings with a strong emphasis of STEM subjects. | UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their |

professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; evaluate and adopt new technology.

Develop and implement effective assessment strategies and carry out evaluation of teaching programs, resources and their own teaching.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; take pride in their professional and personal integrity.
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	UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.
Plan and develop appropriate teaching activities for students from a diverse range of backgrounds.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.
	UC graduates are global citizens: Think globally about issues in their profession; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social

settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways.

Reflect effectively on their practice and on their experiences within their profession and use that reflection to engage in a process of continual improvement.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives. UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology. UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Demonstrate that they possess the appropriate scientific, literacy and numeracy knowledge to properly inform their teaching, communication and administrative responsibilities.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives. UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology. UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways.
Apply the requisite content knowledge for all Primary School Curriculum areas to teaching, assessment and reporting methods, alternate/enhanced literacy and numeracy strategies and the effective use of ICT in teaching and learning.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity. UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and

personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Demonstrate knowledge and understanding of student needs and differences and the relevance of these to learning in inclusive, indigenous, EALD and mainstream settings within primary schools with special emphasis on STEM subjects.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; communicate effectively in diverse cultural and social settings; behave ethically and sustainably in their professional and personal lives.

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UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways. |

Placements requirements

All students enrolled in programs of initial teacher education are required to complete the statutory checks for working in the school environment that exist in any state or territory where they undertake school based activity. Please note that all students commencing or continuing an initial teacher education course are required to successfully complete both components of the Literacy and Numeracy Test for Initial Education Students (LANTITE) during their degree. More information about the LANTITE can be found at: https://teacheredtest.acer.edu.au/ All students enrolled in an initial teacher education course are also required to successfully complete

all components of a Teacher Performance Assessment (TPA) tool integrated into final-level school-based placements and associated units of study.

Majors

- Major in Pedagogy and Practice (MJ0278)
- Major in Educational Studies (MJ0275)
- Major in Science, Technology and Mathematics Education (MJ0280)

Awards

Award	Official abbreviation
Bachelor of Primary Education (STeM)	B Prim Ed (STeM)

Honours

None.

Alternative exits

EDS001 Undergraduate Certificate in Education

205JA Bachelor of Educational Studies

Enquiries

Student category	Contact details
Current and Commencing Students	Please contact the University Student Centre by Email estem-courseadvice@canberra.edu.au or Phone 1300 301 727
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342

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Scholarships

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