Macquarie School of Education

Master of Teaching (Primary)

Student Guide
2020

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  Unit numbers corrected EDST8212 and EDST8213

- **Revised 310321**
  Page 8 Unit titles corrected for EDST8212 and EDST8213
  Page 10 Unit numbers corrected for EDST8212 and EDST8213

Students commencing in 2020 are advised to retain the 2020 Student Guide and to refer to it in each subsequent year of study.
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Macquarie School of Education – Senior Staff

Dean of School  
Professor Mary Ryan  
mary.ryan@mq.edu.au

Director of Initial Teacher Education  
Dr Fay Hadley  
fay.hadley@mq.edu.au

Program Director – Master of Teaching (Primary)  
Dr Janet Dutton  
janet.dutton@mq.edu.au

Important Links

Macquarie University Handbook 2020
NSW Education Standards Authority (NESA)
Australian Institute for Teaching and Learning Leadership (AITSL)
Macquarie School of Education

- Our people
- Professional Experience
Welcome from the Director

Welcome to the Master of Teaching (Primary) [MTeach(Prim)] at Macquarie University.

The Master of Teaching (Primary) provides an accredited course of study with integrated professional experience that prepares reflexive, resilient and research-engaged teachers for the primary school setting. Macquarie University's vision is to promote evidence-based learning and teaching that has a positive impact on student learning and wellbeing. Teacher Education Students will be immersed in technology-rich environments and will develop expertise in inclusive teaching practices for diverse students and contexts. Teacher Education Students shall select one primary specialisation for advanced study in either English or Science, Technology and Mathematics. As a postgraduate degree, upon successful completion, it is expected that graduates will be ready to be ethical, autonomous and critically reflective primary teachers capable of working effectively with students, parents, professionals and others in their local communities.

All units in this course have an 80% attendance requirement. This is a requirement for accreditation with the NSW Education Standards Authority.

Please take the time to read through this Guide as it provides guidance in planning full-time or part-time studies, assists you with terms and helps you to be aware of key activities that are required as you progress in your studies, including LANTITE, Teaching Performance Assessment and, of course, Professional Experience.

The program includes discipline studies in Education, units covering the Key Learning Areas for primary teaching, curriculum studies, and a professional experience component. The sequence of units that you will study has been carefully designed to prepare you for the primary classroom and meet the AITSL requirements for Graduate Teachers.

From time to time, there are also a variety of other activities on offer that will allow you to broaden your experience in teacher education if you would like to participate.

A particular feature of the Macquarie program is the focus on integrating theory and practice throughout your academic studies and the concurrent School Professional Experience Program. These activities will afford you an excellent opportunity to develop a reflexive stance on your classroom practice so that it is fully informed by the latest developments in educational theory and research-based evidence.

As you progress through your studies, I encourage you to view yourself not simply as a university student, but as a Teacher Education Student who is preparing to join this challenging and rewarding profession. So, take every opportunity to fully engage in your academic work and make the most of all the opportunities presented to you during your school placements.

I wish you well in your journey to teaching.

Dr Janet Dutton
Director, Master of Teaching (Primary)
SECTION 1
Teacher Education at Macquarie

1.1 The 5Rs Framework – attributes and capabilities for success

Teaching is a complex pursuit with competing demands, increasingly diverse student groups, high accountability and new requirements and evidence is adopted regularly. Therefore, success in the teaching profession require having important attributes and capabilities.

At Macquarie University we aim to graduate teachers who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching courses is the Macquarie’s 5R’s framework which helps develop our Teacher Education Students to be:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

We believe that our 5Rs framework, when consciously adopted and continuously developed, leads to high quality outcomes for both teachers and students.

We make a conscious effort to equip you, our Teacher Education Students, with the tools you need to thrive so you can inspire our great minds of tomorrow.

1.2 How to use this guide

The information contained in this guide is for students entering the Master of Teaching (Primary) in 2020. Use this Guide with the current University Handbook to:

- be fully aware of the relevant Master Degree Rules and your course
- plan your program of study and fulfil degree requirements
- fulfil AITSL requirements, and
- the requirements for the NSW Education Standards Authority (NESA).which may include additional study associated with conditional offers.

It is important for all students to refer to information in both the Handbook and this Guide when planning their studies.

Information in this guide is accurate at the time of publication.

1.3 NESA requirements: Academic standards

1.3.1 Literacy and Numeracy tests for teacher education students (LANTITE)

In order to be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake a Literacy and Numeracy Test for Initial Teacher Education Students (the test).

In New South Wales, Teacher Education Students must meet the standards of the test prior to commencing their final professional experience placement unit EDST8240 - Professional Practice 3 and Educational Research. It is strongly recommended that MTeach(Prim) students sit the test during the first year of enrolment.

Students in the MTeach(Prim) must have met the standard for both Literacy and Numeracy prior to commencing the professional experience placement unit EDST8240 - Professional Practice 3 and Educational Research. It is strongly recommended that MTeach(Prim) students sit the test during the first year of enrolment.
Students who do not meet the standard for literacy or numeracy on the first attempt will have two further opportunities to sit the test/s. Further information is available at https://teacheredtest.acer.edu.au/results/re-sit

For support and practice prior to sitting the tests, we recommend the following:

4. Access the Numeracy Centre at Macquarie University for support. The Numeracy Centre will be running workshops for students preparing for the numeracy component of the LANTITE test. The centre has resources for students available on their iLearn page: http://ilearn.mq.edu.au/enrol/index.php?id=30577
   a. You can also contact Carolyn Kennett at the Numeracy Centre for support in preparing for the test. carolyn.kennett@mq.edu.au +61-2-9850-8924 E7A-12 Wally’s Walk 712
5. Access the Cambridge LANTITE Edge online material which allows students to practice questions. The cost is $40 for both components (or $25 for either the literacy or numeracy component). See: https://lantite.edjin.com/
6. Complete the test via remote proctoring if you feel anxious about sitting the test. This means you can complete the test in a place you feel comfortable and familiar with (not a test centre). See: https://teacheredtest.acer.edu.au/sit/remote-proctoring1. Some students feel more comfortable in the test centre so make sure you select what works best for you when sitting tests.
7. If you have a disability or other health-related need which might interfere with your ability to sit the test in the standard manner, you can apply for reasonable adjustments online via your candidate account, as soon as possible after registration for the relevant test window. See: https://teacheredtest.acer.edu.au/register/reasonable-adjustments
8. Contact Campus Well Being for strategies on sitting tests (we recommend this for anyone worried about these tests). See: https://students.mq.edu.au/support/wellbeing
9. Consider sitting one test at a time – spreading this across the year allows for you to have time to study and prepare.

Information about the test and how to register is available on the Australian Council for Educational Research (ACER) website at https://teacheredtest.acer.edu.au

1.3.2 The Teaching Performance Assessment (TPA)

To be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake and meet the minimum standard for a Teaching Performance Assessment (TPA). The TPA is completed in the Teacher Education Student’s final professional experience unit EDST8240 - Professional Practice 3 and Educational Research.

In completing the TPA, Teacher Education Students must provide evidence of their proficiency in lesson planning, classroom teaching, assessment of student learning, and critical reflection on their classroom practice. All information regarding this assessment is available on EDSTCOMM.

1.4 Workload and Planning

The University states that the workload in a 10 credit point unit is equivalent to 150 hours. A minimum study time commitment of 10 hours per week is expected across unit activities and requirements which are typically a mix of face to face and independent work.

To complete your course in the minimum time you must complete 40 credit points per session if following a standard Session 1/Session 2 pattern of study.
1.4.1 Credit Overload

If you wish to enrol in more than the standard number of credit points (credit overload) for a study period, academic approval is required. You must submit a Credit Overload form which is then forwarded to the Macquarie School of Education who will consider the request.

Please note that approval is not automatic and will depend upon your academic progress and reasons for the excess load.

1.5 Academic Advice

While care is always taken in the provision of academic advice it is ultimately the student’s responsibility to meet course requirements, including any additional study requirements associated with conditional offers.

Full information regarding academic and course advisers is available on: https://students.mq.edu.au/support/study/academic-advisers

Students in the Macquarie School of Education shall submit their requests via https://ask.mq.edu.au/.
SECTION 2
Master of Teaching (Primary)

The Master of Teaching (Primary) is a 160 credit point program comprised of fifteen Essential units (150cp) and one Elective unit (10cp) where you will choose an AITSL specialisation (See Section 4).

The charts below outline suggested programs of study showing you how the MTeach(Prim) can be completed in two years full-time or four years part-time. This information must be read in conjunction with the Handbook and the requirements of the NESA.

This suggested pattern has been prepared based on the draft 2020 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued or replaced.

This information was accurate at publication. The on-line Handbook is the final authority on all current degree requirements.

2.1 Suggested Patterns of Study

Suggested Pattern of Study – Full-time

Please check current requirements in the online Handbook before enrolling.

<table>
<thead>
<tr>
<th>Year 1 Session 1</th>
<th>cp</th>
<th>Year 1 Session 2</th>
<th>cp</th>
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<tbody>
<tr>
<td>EDST8200</td>
<td>10</td>
<td>EDST8207</td>
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</tr>
<tr>
<td>Introduction to Professional Practice and Research</td>
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<tr>
<td>EDST8301</td>
<td>10</td>
<td>EDST8204</td>
<td>10</td>
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<tr>
<td>Inclusive and Special Education</td>
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<tr>
<td>EDST8203</td>
<td>10</td>
<td>EDST8209</td>
<td>10</td>
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<tr>
<td>Teaching Mathematics, Science and Technology in the Primary School 1</td>
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<tr>
<td>EDST8206</td>
<td>10</td>
<td>EDST8211</td>
<td>10</td>
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<tr>
<td>Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)</td>
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<tr>
<td>Year 2 Session 1</td>
<td>cp</td>
<td>Year 2 Session 2</td>
<td>cp</td>
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<tr>
<td>EDST8201</td>
<td>10</td>
<td>EDST8210</td>
<td>10</td>
</tr>
<tr>
<td>Indigenous Education: Strategies and Research</td>
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<tr>
<td>This unit will be taught in February</td>
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<tr>
<td>EDST8300</td>
<td>10</td>
<td>OPTION SET</td>
<td>10</td>
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<tr>
<td>Learner Development: Advances in Research and Practice</td>
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</tr>
<tr>
<td>EDST8212</td>
<td>10</td>
<td>English Specialisation</td>
<td></td>
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<tr>
<td>EDST8213</td>
<td>10</td>
<td>Science, Technology and Mathematics Specialisation</td>
<td></td>
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<tr>
<td>EDST8302</td>
<td>10</td>
<td>EDST8240</td>
<td>10</td>
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<tr>
<td>Educational Assessment</td>
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<tr>
<td>EDST8208</td>
<td>10</td>
<td>Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)</td>
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<tr>
<td>EDST8205</td>
<td>10</td>
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<tr>
<td>Teaching Mathematics, Science and Technology in the Primary School 3</td>
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</table>
**Suggested Pattern of Study – Part-time**

Please check current requirements in the online Handbook before enrolling.

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<thead>
<tr>
<th>Year 1 Session 1</th>
<th>cp</th>
<th>Year 1 Session 2</th>
<th>cp</th>
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</thead>
<tbody>
<tr>
<td>EDST8200 <strong>Introduction to Professional Practice and Research</strong></td>
<td>10</td>
<td>EDST8207 <strong>Teaching English in the Primary School 2</strong></td>
<td>10</td>
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</tbody>
</table>
| EDST8206 **Professional Practice 1: Teaching English in the Primary School**  
  (15 day Professional Experience) | 10 | EDST8209 **Teaching The Arts in the Primary School** | 10 |

<table>
<thead>
<tr>
<th>Year 2 Session 1</th>
<th>Year 2 Session 2</th>
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</thead>
<tbody>
<tr>
<td>EDST8301 <strong>Inclusive and Special Education</strong></td>
<td>10</td>
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</tbody>
</table>
| EDST8203 **Teaching Mathematics, Science and Technology in the Primary School 1** | 10 | EDST8211 **Professional Practice 2: Teaching Human Society and its Environment in the Primary School**  
  (15 day Professional Experience) | 10 |

<table>
<thead>
<tr>
<th>Year 3 Session 1</th>
<th>Year 3 Session 2</th>
</tr>
</thead>
</table>
| EDST8201 **Indigenous Education: Strategies and Research**  
  This unit will be taught in February | 10 | EDST8210 **Teaching Quality Health and Physical Education in Primary Schools** | 10 |
| EDST8208 **Teaching English in the Primary School 3** | 10 | **OPTION SET**  
  EDST8212 **English Specialisation**  
  OR  
  EDST8213 **Science, Technology and Mathematics Specialisation** | 10 |
| EDST8205 **Teaching Mathematics, Science and Technology in the Primary School 3** | 10 |  |

<table>
<thead>
<tr>
<th>Year 4 Session 1</th>
<th>Year 4 Session 2</th>
</tr>
</thead>
</table>
| EDST8300 **Learner Development: Advances in Research and Practice** | 10 | EDST8240 **Professional Practice 3 and Educational Research**  
  (30 day Professional Experience including Teaching Performance Assessment) | 10 |
| EDST8302 **Educational Assessment** | 10 |  |
SECTION 3
Professional Experience

Professional Experience (PEX) begins in the first year of full-time or part-time study. While in schools, the Teacher Education Student works with, and is supervised by, an experienced Supervising Teacher (ST) who acts as a mentor. Students are also allocated a Tertiary Supervisor (TS) who may visit the school to meet with TES as well as liaise between ST and unit convenors. **Students enrolled in the MTeach(Prim) must complete a minimum of 60 days of supervised professional experience in schools**

**Pattern of Professional Experience in Schools**

**Full-time pattern of study**

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Professional Experience Unit</th>
<th>Professional Experience Days</th>
<th>Session</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>EDST8206 Professional Practice 1: Teaching English in the Primary School</td>
<td>15</td>
<td>S1</td>
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<tr>
<td>Year 1</td>
<td>EDST8211 Professional Practice 2: Teaching Human Society and its Environment in the Primary School</td>
<td>15</td>
<td>S2</td>
</tr>
<tr>
<td>Year 2</td>
<td>EDST8240 Professional Practice 3 and Educational Research (includes Teaching Performance Assessment)</td>
<td>30</td>
<td>S1</td>
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</table>

**Pattern of Professional Experience in Schools**

**Part-time pattern of study**

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Professional Experience Unit</th>
<th>Professional Experience Days</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>EDST8206 Professional Practice 1: Teaching English in the Primary School</td>
<td>15</td>
<td>S1</td>
</tr>
<tr>
<td>Year 2</td>
<td>EDST8211 Professional Practice 2: Teaching Human Society and its Environment in the Primary School</td>
<td>15</td>
<td>S2</td>
</tr>
<tr>
<td>Year 4</td>
<td>EDST8240 Professional Practice 3 and Educational Research (includes Teaching Performance Assessment)</td>
<td>30</td>
<td>S2</td>
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SECTION 4
AITSL Specialisations

In accordance with the requirements of Australian Institute of Teaching and School Leadership (AITSL) all Primary Teacher Education Students must graduate with an AITSL specialisation in a learning area relevant to primary education. In our courses, TES may choose to specialise in either English or Science, Technology and Mathematics

4.1. AITSL Specialisation in English

▪ **EDST8212 English Specialisation**

Full-time TES will enrol this unit in Year 2 Session 2 while those studying a part-time pattern will enrol in Year 3 S2. In this unit, you will complete content and assessments that equip you with this specialisation.

TES selecting the English specialisation will be required to demonstrate expertise in this key learning area during the final professional experience placement in **EDST8240 Professional Practice 3 and Educational Research**

4.2. AITSL Science, Technology and Mathematics Specialisation

▪ **EDST8213 Science, Technology and Mathematics Specialisation**

Full-time TES will enrol this unit in Year 2 Session 2 while those studying a part-time pattern will enrol in Year 3 S2. In this unit, you will complete content and assessments that equip you with this specialisation.

TES selecting the Science, Technology and Mathematics specialisation will be required to demonstrate expertise in this key learning area during the final professional experience placement in **EDST8240 Professional Practice 3 and Educational Research**
### Appendix 1

#### Plan your studies worksheet

<table>
<thead>
<tr>
<th>AITSL Specialisation</th>
<th>2020 S1</th>
<th>2020 S2</th>
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