



MACQUARIE
University

Macquarie School of Education

Faculty of Arts

Master of Teaching (Primary)

Student Guide

Students commencing in 2024 are advised to retain the 2024 Student Guide and to refer to it in each subsequent year of study

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Important Links

Macquarie University Handbook

NSW Education Standards Authority (NESA)

Australian Institute for Teaching and Learning Leadership (AITSL)

EDSTCOMM Macquarie School of Education Communications

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 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, 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.

Course 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:

Resilient

Reflexive in their teaching practice

Responsive to children, colleagues, parents, professionals and communities

Ready to learn, and

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 2024.

Use this *Guide* with the current [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 Test for Initial Teacher Education (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* (the test). In New South Wales, Teacher Education Students must meet the standard of the LANTITE test prior to commencing their final professional experience placement. At Macquarie University we require the 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.

The LANTITE test is coordinated by Australian Council for Educational Research (ACER) (see links below). While LANTITE is an externally run test, to record your LANTITE results at Macquarie University you need to enrol in the unit EDST8999 LANTITE. There is no coursework associated with unit. See the course guidance plans below for when this should be in your course.

All information regarding LANTITE is available on [EDSTCOMM](#) (under 'Full year' in iLearn). Information about the test and how to register is available on the 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 (under 'Full year' in iLearn)

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 fast track degree completion you need 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 Course Guidance

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

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

Students should 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](#).

These suggested patterns are based on the 2024 Handbook. This is subject to change, and some units may not be offered every year or may be discontinued. 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

2.1.1 Suggested Pattern of Study – Full-time Session 1 intake

Please check current requirements in the online Handbook before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp	Year 1 Session 3
EDST8200	Introduction to Professional Practice and Research	10	EDST8207	Teaching English in the Primary School 2	10	EDST8765 ¹ Mathematics for Primary Teachers
EDST8301	Inclusive and Special Education	10	EDST8204	Teaching Mathematics, Science and Technology in the Primary School 2	10	
EDST8203	Teaching Mathematics, Science and Technology in the Primary School 1	10	EDST8209	Teaching The Arts	10	
EDST8206	Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School (15 day Professional Experience)	10	
EDST8999	LANTITE You must enrol in this unit and ensure that you have met the standard for both literacy and numeracy prior to enrolling in EDST8240. See paragraph 1.3.1 for full information regarding LANTITE and its requirements				0	
Year 2 Session 1			Year 2 Session 2			
EDST8205	Teaching Mathematics, Science and Technology in the Primary School 3	10	EDST8210	Teaching Quality Health and Physical Education in Primary Schools	10	
EDST8300	Learner Development: Advances in Research and Practice	10	OPTION SET	EDST8212 English Specialisation OR EDST8213 Science, Technology and Mathematics Specialisation	10	
EDST8302 ²	Educational Assessment	10	EDST8201	Indigenous Education: Strategies and Research	10	
EDST8208	Teaching English in the Primary School 3	10	EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10	

¹ Students complete this unit in place of EDST8302 if they do NOT achieve a HSC Band 4 in Mathematics; or have not successfully completed at least 0.125 EFTSL (1 Unit) of mathematics/numeracy in their prior bachelor degree or equivalent qualification

² Students who meet HSC Band 4 Mathematics or equivalent complete this unit

2.1.2 Suggested Pattern of Study – Full-time Session 2 intake

Please check current requirements in the online Handbook before enrolling.

Session 1		cp	Year 1 Session 2		cp	Year 1 Session 3
			EDST8200*	Introduction to Professional Practice and Research	10	EDST8765 ³ Mathematics for Primary Teachers
			EDST8201	Indigenous Education: Strategies and Research	10	
			EDST8209	Teaching The Arts	10	
			EDST8210	Teaching Quality Health and Physical Education in Primary Schools	10	
Year 1 Session 1			Year 2 Session 2			
EDST8203	Teaching Mathematics, Science and Technology in the Primary School 1	10	EDST8204	Teaching Mathematics, Science and Technology in the Primary School 2	10	
EDST8206	Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8207	Teaching English in the Primary School 2	10	
EDST8301	Inclusive and Special Education	10	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School (15 day Professional Experience)	10	
EDST8300	Learner Development: Advances in Research and Practice	10	OPTION SET		10	
EDST8999	LANTITE You must enrol in this unit and ensure that you have met the standard for both literacy and numeracy prior to enrolling in EDST8240. See paragraph 1.3.1 for full information regarding LANTITE and its requirements				0	
Year 2 Session 1						
EDST8205	Teaching Mathematics, Science and Technology in the Primary School 3	10				
EDST8208	Teaching English in the Primary School 3	10				
EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10				
EDST8302 ⁴	Educational Assessment	10				

* Mandatory: Pre/co-requisite for all subject area units

Units offered in Session 1 & Session 2

EDST8201

EDST8302

³ Students complete this unit in place of EDST8302 if they do NOT achieve a HSC Band 4 in Mathematics; or have not successfully completed at least 0.125 EFTSL (1 Unit) of mathematics/numeracy in their prior bachelor degree or equivalent qualification

⁴ Students who meet HSC Band 4 Mathematics or equivalent complete this unit

2.1.3 Suggested Pattern of Study – Part-time Session 1 intake

Please check current requirements in the online Handbook before enrolling.

EDST8999 LANTITE You must enrol in this unit and ensure that you have met the standard for both literacy and numeracy prior to enrolling in EDST8240. See paragraph 1.3.1 for full information regarding LANTITE and its requirements

Year 1 Session 1		cp	Year 1 Session 2		cp	Year 1 Session 3
EDST8200	Introduction to Professional Practice and Research	10	EDST8207	Teaching English in the Primary School 2	10	EDST8765 ⁵ Mathematics for Primary Teachers
EDST8206	Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8209	Teaching The Arts	10	
Year 2 Session 1			Year 2 Session 2			
EDST8301	Inclusive and Special Education	10	EDST8204	Teaching Mathematics, Science and Technology in the Primary School 2	10	
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	
Year 3 Session 1		cp	Year 3 Session 2		cp	
EDST8208	Teaching English in the Primary School 3	10	EDST8201	Indigenous Education: Strategies and Research	10	
EDST8205	Teaching Mathematics, Science and Technology in the Primary School 3	10	OPTION SET EDST8212 English Specialisation OR EDST8213 Science, Technology and Mathematics Specialisation		10	
Year 4 Session 1		cp	Year 4 Session 2		cp	
EDST8300	Learner Development: Advances in Research and Practice	10	EDST8210	Teaching Quality Health and Physical Education in Primary Schools	10	
EDST8302	Educational Assessment ⁶	10	EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10	

Units offered in Session 1 & Session 2 in 2024

EDST8201	Indigenous Education: Strategies and Research
EDST8302	Educational Assessment
EDST8240	Professional Practice 3 and Educational Research

⁵ Students complete this unit in place of EDST8302 if they do NOT achieve a HSC Band 4 in Mathematics; or have not successfully completed at least 0.125 EFTSL (1 Unit) of mathematics/numeracy in their prior bachelor degree or equivalent qualification

⁶ Students who meet HSC Band 4 Mathematics or equivalent complete this unit

2.1.4 Suggested Pattern of Study – Part-time Session 2 intake

Please check current requirements in the online Handbook before enrolling.

EDST8999 LANTITE You must enrol in this unit and ensure that you have met the standard for both literacy and numeracy prior to enrolling in EDST8240. See paragraph 1.3.1 for full information regarding LANTITE and its requirements

Session 1	cp	Year 1 Session 2	cp	Year 1 Session 3
		EDST8200* Introduction to Professional Practice and Research	10	EDST8765 ⁷ Mathematics for Primary Teachers
		EDST8209 Teaching The Arts	10	
Year 1 Session 1		Year 2 Session 2		
EDST8206 Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8210 Teaching Quality Health and Physical Education in Primary Schools	10	
EDST8301 Inclusive and Special Education	10	EDST8207 Teaching English in the Primary School 2	10	
Year 2 Session 1		Year 3 Session 2		
EDST8203 Inclusive and Special Education	10	EDST8204 Teaching Mathematics, Science and Technology in the Primary School 2	10	
EDST8208 Teaching English in the Primary School 3	10	EDST8211 Professional Practice 2: Teaching Human Society and its Environment in the Primary School (15 day Professional Experience)	10	
Year 3 Session 1		Year 4 Session 2		
EDST8205 Teaching Mathematics, Science and Technology in the Primary School 3	10	EDST8302 Educational Assessment ⁸	10	
EDST8300 Learner Development: Advances in Research and Practice	10	EDST8212 English Specialisation OR EDST8213 Science, Technology and Mathematics Specialisation	10	
Year 4 Session 1				
EDST8201 Indigenous Education: Strategies and Research	10			
EDST8240 Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10			

* Mandatory: Pre/co-requisite for all subject area units.

Units offered in Session 1 & Session 2

EDST8201

EDST8302

⁷ Students complete this unit in place of EDST8302 if they do NOT achieve a HSC Band 4 in Mathematics; or have not successfully completed at least 0.125 EFTSL (1 Unit) of mathematics/numeracy in their prior bachelor degree or equivalent qualification

⁸ Students who meet HSC Band 4 Mathematics or equivalent complete this unit

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.

3.1 Pattern of Professional Experience in Schools Full-time pattern of study

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

3.2 Suggested Pattern of Professional Experience in Schools Part-time pattern of study

Year of Study	Professional Experience Unit	Professional Experience Days	Session
Year 1	EDST8206 Professional Practice 1: Teaching English in the Primary School	15	S1
Year 2	EDST8211 Professional Practice 2: Teaching Human Society and its Environment in the Primary School	15	S2
Year 4	EDST8240 Professional Practice 3 and Educational Research (includes Teaching Performance Assessment)	30	S2

Completing EDST8240 in Session 1

EDST8240 is offered in Session 1 and Session 2.

Students who opt to take EDST8240 in Session 1 MUST:

- enrol in the Infrequent offering of their other units
- attend tutorials and complete assessments during placement.
- there will be no teaching pause during Session1 EDST8240 PEX placement.

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 EDST8212

AITSL Specialisation in English

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 EDST8213

AITSL 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*

SECTION 5

Work integrated learning – Fast tracking paid work in schools

Combining work in schools with study in the Master of Teaching is a good way to transition into the profession whilst generating income.

There are two categories of paid work in schools. Working as a Paraprofessional and working as a conditionally accredited teacher.

5.1 Working as a Paraprofessional

Many MTeach students work part-time as paraprofessionals in Year 1 of their degree.

Paraprofessional roles are advertised by schools and sectors.

What is a paraprofessional?

Schools employ paraprofessionals to assist in meeting program outcomes. Paraprofessionals provide in and out of classroom support to teachers, allowing teachers more time to focus on the learning needs of students providing a more personalised method of teaching.

There are two broad categories of paraprofessionals.

- Educational paraprofessionals work under the guidance and supervision of teachers, supporting teaching and learning in the classroom. Educational paraprofessionals may assist with playground duty, provided a qualified teacher is also present.
- Operational paraprofessionals work under the guidance and supervision of a school executive, to fulfil non-classroom based roles in schools allowing more time for teachers to focus on teaching and learning activities.

Are paraprofessionals teachers?

No. Paraprofessionals will not supervise students, nor will they have responsibility for class management and control, or the teaching of students ([NSW Department of Education](#)).

5.2 Working as a conditionally accredited teacher

What is a conditionally accredited teacher?

[Conditional Accreditation](#) is a type of NESA initial teacher accreditation that allows you to be employed as a teacher by sectors/schools whilst completing an initial teacher education degree. Typical work may include casual days to cover staff absences, blocks of teaching to cover teacher leave, and permanent teaching positions.

When can I start working as a teacher?

You may apply for Conditional accreditation if you:

- are in your final year of an accredited undergraduate or graduate entry teaching degree, (ie. completed 8 units of your MQ MTeach) or
- have completed a non-teaching bachelor degree (eg Bachelor of Arts/Science) and have an offer of employment as a teacher in a NSW school.

How do I apply?

Application instructions and information about the required documents can be found on [the 'Getting accredited for the first time'](#) section of the NESA website.

Do I need to have a teacher in my classroom when working as a conditionally accredited teacher?

No.

5.3 Frequently asked questions: Paid work in schools

Can I work full time and study my MTeach full time?

NO. The full time Master of Teaching (Primary) degree requires 4 x 150 hours of workload across each session. If you want to work full time you MUST complete the Master of Teaching part time.

Working in schools is interesting and rewarding but requires significant cognitive and emotional load.

Students who successfully negotiate a work integrated pathway lengthen the completion time of their degree thus allowing time for university work, family/social commitments, and paid work in schools.

Recommended university/teaching loads

Paid work in schools	Master of Teaching load
Full time (5 days/week)	1 unit
2 days/week	2-3 units
1 day/ week	3-4 units

Can I use my paid work in schools in my university studies?

Where possible, unit convenors will design assessment tasks that explicitly draw on/allow you to use your classroom experiences and resources.

Working in schools helps establish context and examples for your university study.

You will develop knowledge and skills that will support assessment task completion and your professional experience.

Can my work as a conditionally accredited teacher count towards my PEX placements?

15 days of your teaching can be claimed as 'Recognition of Prior Teaching'. The days will be deducted from EDST8240. It is not possible to claim more than 15 days as you need sufficient teaching days to complete your TPA.

Will I be paid a teacher salary when I work as a conditionally accredited teacher?

Yes.

Can I do my Professional Experience placement at the school where I work?

It is possible to complete a placement at the school at which you are working subject to agreement from your school and meeting NESA requirements relating to professional experience.

You will need to have a supervising teacher present in your classroom during your PEX placement. This is the case even if you have been working as a conditionally accredited teacher.

The [Work Integrated Learning](#) team will advise what is possible in your situation.

Appendix 1

Plan your studies worksheet

AITSL Specialisation _____

2024 S1	2024 S2
2025 S1	2025 S2
2026 S1	2026 S2
2027 S1	2027 S2