



MACQUARIE
University

Macquarie School of Education

Faculty of Arts

2021

Secondary Teacher Education

Undergraduate Student Guide

Bachelor of Commerce and Bachelor of Education (Secondary)

17 November 2021 Update – EDST3010 moving to Session 2 in 2022

EDST3010 - Practice of Teaching: Classroom Management and Assessment in the Secondary School will, from 2022, be offered in Session 2. This guide has been updated with alternate suggested full-time pattern of study. As there have been many changes to majors, minors and unit offerings across the University, this is only a guide. Based on your enrolment and progression, your pattern may look different.

Units highlighted in **YELLOW** have been re-patterned for 2022.

Please take the time to review your program and **plan your remaining studies with EDST3010 in S2, 2022**. There is a template at the end of this guide that may be helpful.

Should you require further guidance, please submit a request for academic advice through ask.mq.edu.au

Students commencing in 2021 are advised to retain the 2021 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 Department of Educational Studies Undergraduate Communications

Macquarie School of Education

Our people

Professional Experience

Welcome from the Director

Welcome to the Macquarie University Teacher Education Program. The program includes discipline studies in Education, units covering subject content requirements for secondary teaching, curriculum studies, and a professional experience component. The sequence of units that you will study has been carefully designed to provide you with an excellent preparation for the secondary classroom. 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.

A particular feature of the Macquarie program is the focus on integrating theory and practice throughout your academic studies and the concurrent School Experience Program. These activities will afford you an excellent opportunity to develop a reflective 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 everything of the best as you embark on this exciting professional and personal journey!

Dr Sue Ollerhead

Director, Secondary Teacher Education Program

HOW TO USE THIS GUIDE

The information contained in this guide is for students entering the Bachelor of Commerce and Bachelor of Education (Secondary) in 2021:

Read this *Guide* in conjunction with the current [University Handbook](#) to be fully aware of the relevant Bachelor Degree Rules and about your course and units

In the following sections, patterns are provided to show the units which students **must complete** to satisfy the Bachelor degree and Bachelor of Education requirements. There are also units that students must take in order to satisfy prerequisites or corequisites for required units. This information can also be found in the [University Handbook](#).

It is important to refer to information in both the [University Handbook](#) and this Student Guide when planning their studies.

Information in this guide is accurate at the time of publication (date?).

Academic Advice

While care is always taken in the provision of academic advice it is ultimately the student's responsibility to see that their program satisfies both the Bachelor Degree Rules and the NESA requirements.

Students are expected to have consulted this Student Guide and the [University Handbook](#) before seeking advice.

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 ask.mq.edu.au.

IMPORTANT NOTE: Students are advised to familiarise themselves with the [NESA requirements](#) for future teachers. It is the student's ultimate responsibility to understand and meet these requirements.

Credit Overload

If you wish to enrol in more than the standard number of credit points ([credit overload](#)) for a study period, you need academic approval. You must submit a [Credit Overload form](#) which will be forwarded to the Macquarie School of Education for consideration.

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

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, as well as new requirements and evidence being adopted regularly. Therefore, success in the teaching profession requires 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. **R**esilient
2. **R**eflexive in their teaching practice
3. **R**esponsive to children, colleagues, parents, professionals and communities
4. **R**eady to learn, and
5. **R**esearch 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 NESA requirements: Academic standards

1.2.1 Literacy and Numeracy test 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). The LANTITE is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching.

The unit code for LANTITE at Macquarie is EDST2999. To satisfy requirements of this zero credit point unit of study, students must meet the required standard in both the literacy and numeracy components of the LANTITE. The test is externally administrated by the Australian Council for Educational Research.

In New South Wales, Teacher Education Students (TES) must meet the standards of the test prior to commencing their final professional experience placement.

At Macquarie we require our TES to have sat both LANTITE tests and that their results indicate they successfully met the standard in both literacy and numeracy before being eligible to enrol in *EDST3010 Practice of Teaching: Classroom Management and Assessment in the Secondary School*. It is strongly recommended that students complete **both tests no later than the end of the second year** of your course to ensure you meet these requirements. We recommend undertaking these tests early in your candidature, preferably by the end of the first year of your studies.

TES 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>

All information regarding LANTITE is available on [EDSTCOMM](#), our general communication platform for Teacher Education Students.

Information about the test and how to register is available on the Australian Council for Educational Research ([ACER](#)) [website](#).

1.2.2 The Teaching Performance Assessment (TPA)

To be accredited as a teacher in Australian schools, TES are required to undertake and meet the minimum standard for a Teaching Performance Assessment (TPA). The TPA is completed in the final professional experience unit **EDST4020 Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms**

In completing the TPA, TES 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](#).

1.3 Workload and Planning

A 10 credit point unit requires a *minimum* study time commitment of 9 hours per week across all unit activities and requirements. This is 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 Undergraduate Programs of Study

The Bachelor of Commerce and Bachelor of Education (Secondary) is a desirable double degree offered at Macquarie leading to accreditation as a secondary school teacher:

TES must complete 16 units in the core zone of the Bachelor of Commerce and 16 units in the core zone of the Bachelor of Education (Secondary) which includes units in educational theory, pedagogy, methodology and professional practice.

These programs can be completed in four years of full-time study. The option for part-time study is available.

1.4.1 Subject content requirements

In order to be accredited as a secondary school teacher in NSW, graduates must satisfy [NESA subject content requirements](#). These minimum requirements may vary based on the teaching subject. These requirements also may differ from the requirements of the Macquarie program of study (i.e., have specific requirements which may include units outside the major or minor). Thus, students are reminded it is ultimately their responsibility to be familiar with both their degree requirements and the requirements of NESA.

SECTION 2

Bachelor of Commerce and Bachelor of Education (Secondary)

Secondary Teacher Education Students shall enrol in a major that aligns to the subject you wish to teach and satisfies [NESA subject content requirements](#). *Some subject areas have specific requirements which may include units outside the major* (see section 1.4.1).

The table below outlines teaching subject areas and appropriate majors available in the Bachelor of Commerce and Bachelor of Education (Secondary)

All Students must meet their LANTITE requirement by the end of the second year of full-time study. See section 1.2.1 *Literacy and Numeracy tests for Initial Teacher Education (LANTITE)*

Teaching Subjects	Major
Economics (first teaching subject) Business Studies (second teaching subject)	<ul style="list-style-type: none">▪ Economics <p>Note: NESA requirements for teaching Economics as a first teaching subject and Business Studies as a second teaching subject are met by completion of</p> <ul style="list-style-type: none">- ACCG1000 Accounting in Society- MGMT1002 Principles of Management <p>AND</p> <ul style="list-style-type: none">- the Economics major
Business Studies (first teaching subject)	<ul style="list-style-type: none">▪ Accounting▪ Finance▪ Human Resource Management▪ International Business <p>Note: NESA requirements for teaching Business Studies as a first teaching subject are met by completion of</p> <ul style="list-style-type: none">- ACCG1000 Accounting in Society- MGMT1002 Principles of Management <p>AND a major in</p> <ul style="list-style-type: none">- Accounting <i>OR</i>- Finance <i>OR</i>- Human Resource Management <i>OR</i>- International Business

2.1 Economics and Business Studies

EDTE4210 and EDTE4220 Economics and Business Studies in the Secondary School I and II are the required methodology units for accreditation to teach Economics and Business Studies as a first or second teaching subject in NSW Secondary Schools.

2.1.1 Suggested Pattern of Study – Major in Economics

This pattern of study will meet [NESA subject content requirements](#) to teach Economics as a first teaching subject and Business Studies as a second teaching subject.

Please check current requirements in the online [University Handbook](#) before enrolling.

Year 1 Session 1	cp	Year 1 Session 2	cp
EDST1000 Exploring Australian Education: Social and Historical Contexts	10	EDST1010 Learning and Development: An Introduction for Educators	10
ACCG1000 Accounting in Society	10	ACST1001 Finance 1A	10
ECON1020 Principles of Economics 1	10	MGMT1002 Principles of Management	10
STAT1250 Business Statistics	10	ECON1021 Principles of Economics 2	10
Year 2 Session 1		Year 2 Session 2	
EDST2000 The Practice of Teaching: Inclusive Education (10 days)	10	ECON2041 Introductory Econometrics	10
EDUC2620 Education: The Learner	10	Economics 3000 Level Option Set	10
ECON2004 Macroeconomic Analysis and Applications	10	MKTG1001 Marketing Fundamentals	10
ECON2003 Microeconomic Analysis and Applications	10	EDST3170 Indigenous Education	10
Year 3 Session 1		Year 3 Session 2	
EDST3140 Introduction to the Secondary Curriculum		EDST3010 Practice of Teaching: Classroom Management and Assessment in the Secondary School (10 days)	
Economics 3000 Level Option Set	10	EDTE4210 Economics and Business Studies in the Secondary School I	10
Economics 3000 Level Option Set	10	ECON3000 Public Economics	10
ECON3081 Current Issues in Economics (PACE)	10	MQBS3010 Agility and Excellence in Business (CAPSTONE)	10
Year 4 Session 1		Year 4 Session 2	
EDST4010 Practice of Teaching: ICT in the Secondary School (30 days)	10	EDST4020 Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms (30 days)	10
EDTE4220 Economics and Business Studies in the Secondary School II	10	EDST4180 Transitioning to the Secondary Teaching Profession (CAPSTONE)	10
EDST4120 Adolescent Development and Classroom Practice	10	EDST4200 Using and Interpreting Educational Data	10
EDUC unit at 3000 level	10	EDUC unit at 3000 level	10

2.2 Business studies

EDTE4210 and EDTE4220 *Economics and Business Studies in the Secondary School I and II* are the required methodology units for accreditation to teach Business Studies as a first teaching subject in NSW Secondary Schools.

2.2.1 Suggested Pattern of Study – Major in Accounting

This pattern of study will meet [NESA subject content requirements](#) to teach Business Studies as a first teaching subject.

Please check current requirements in the online [University Handbook](#) before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST1000	Exploring Australian Education: Social and Historical Contexts	10	EDST1010	Learning and Development: An Introduction for Educators	10
ACCG1000	Accounting in Society	10	ACCG1001	Accounting and Governance	10
ECON1020	Principles of Economics 1	10	MGMT1002	Principles of Management	10
STAT1250	Business Statistics	10	ACST1001	Finance 1A	10
Year 2 Session 1			Year 2 Session 2		
EDST2000	The Practice of Teaching: Inclusive Education (10 days)	10	ACCG2024	Financial Accounting and Reporting	10
EDUC2620	Education: The Learner	10	ACCG2050	Information Systems and Business Processing	10
ACCG2000	Management Accounting	10	Accounting 3000 level Option Set		10
MKTG1001	Marketing Fundamentals	10	EDST3170	Indigenous Education	10
Year 3 Session 1			Year 3 Session 2		
EDST3140	Introduction to the Secondary Curriculum	10	EDST3010	Practice of Teaching: Classroom Management and Assessment in the Secondary School (10 days)	10
Accounting 3000 Level Option Set		10	EDTE4210	Economics and Business Studies in the Secondary School I	10
ACCG3008	Corporate Accounting and Business Advisory	10	Accounting 3000 Level Option Set		10
ACCG3015	PACE: Accountants in the Profession	10	MQBS3010	Agility and Excellence in Business (CAPSTONE)	10
Year 4 Session 1			Year 4 Session 2		
EDST4010	Practice of Teaching: ICT in the Secondary School (30 days)	10	EDST4020	Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms (30 days)	10
EDTE4220	Economics and Business Studies in the Secondary School II	10	EDST4180	Transitioning to the Secondary Teaching Profession (CAPSTONE)	10
EDST4120	Adolescent Development and Classroom Practice	10	EDST4200	Using and Interpreting Educational Data	10
EDUC unit at 3000 level		10	EDUC unit at 3000 level		10

2.2.2 Suggested Pattern of Study – Major in Finance

This pattern of study will meet [NESA subject content requirements](#) to teach Business Studies as a first teaching subject.

Please check current requirements in the online [University Handbook](#) before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST1000	Exploring Australian Education: Social and Historical Contexts	10	EDST1010	Learning and Development: An Introduction for Educators	10
ACST1001	Finance 1A	10	ACCG1000	Accounting in Society	10
ECON1020	Principles of Economics 1	10	MGMT1002	Principles of Management	10
STAT1250	Business Statistics	10	AFIN1002	Finance 1B	10
Year 2 Session 1			Year 2 Session 2		
EDST2000	The Practice of Teaching: Inclusive Education (10 days)	10	ACST2001	Financial Modelling	10
EDUC 2620	Education: The Learner	10	AFIN3053	Advanced Corporate Finance	10
AFIN2050	Investments	10	MKTG1001	Marketing Fundamentals	10
Finance 2000 Level Option Set		10	EDST3170	Indigenous Education	10
Year 3 Session 1			Year 3 Session 2		
EDST3140	Introduction to the Secondary Curriculum	10	EDST3010	Practice of Teaching: Classroom Management and Assessment in the Secondary School (10 days)	10
ACCG3050	Financial Statement Analysis	10	EDTE4210	Economics and Business Studies in the Secondary School I	10
AFIN3052	Applied Portfolio Management	10	Finance 3000 Level Option Set		10
AFIN3012	PACE: Issues in Corporate Finance	10	MQBS3010	Agility and Excellence in Business (CAPSTONE)	10
Year 4 Session 1			Year 4 Session 2		
EDST4010	Practice of Teaching: ICT in the Secondary School (30 days)	10	EDST4020	Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms (30 days)	10
EDTE4220	Economics and Business Studies in the Secondary School II	10	EDST4180	Transitioning to the Secondary Teaching Profession (CAPSTONE)	10
EDST4120	Adolescent Development and Classroom Practice	10	EDST4200	Using and Interpreting Educational Data	10
EDUC Unit at 3000 level		10	EDUC Unit at 3000 level		10

2.2.3 Suggested Pattern of Study – Major in Human Resource Management

This pattern of study will meet [NESA subject content requirements](#) to teach Business Studies as a first teaching subject.

Please check current requirements in the online [University Handbook](#) before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST1000	Exploring Australian Education: Social and Historical Contexts	10	EDST1010	Learning and Development: An Introduction for Educators	10
MGMT1002	Principles of Management	10	ACST1001	Finance 1A	10
ECON1020	Principles of Economics 1	10	ACCG1000	Accounting in Society	10
STAT1250	Business Statistics	10	MGMT1007	Introduction to Human Resource Management	10
Year 2 Session 1			Year 2 Session 2		
EDST2000	The Practice of Teaching: Inclusive Education (10 days)	10	MGMT2022	Foundations in Human Resources Law	10
EDUC 2620	Education: The Learner	10	MKTG1001	Marketing Fundamentals	10
MGMT2040	Workplace Relations	10	MGMT3015	Managing Performance and Rewards	10
MGMT2050	Staffing Organisations	10	EDST3170	Indigenous Education	10
Year 3 Session 1			Year 3 Session 2		
EDST3140	Introduction to the Secondary Curriculum	10	EDST3010	Practice of Teaching: Classroom Management and Assessment in the Secondary School (10 days)	10
MGMT3007	International Human Resource Management	10	EDTE4210	Economics and Business Studies in the Secondary School I	10
MGMT3028	Strategic Human Resource Management	10		Human Resource Management 3000 Level Option Set	10
MGMT3002	HRM Project (PACE)	10	MQBS3010	Agility and Excellence in Business (CAPSTONE)	10
Year 4 Session 1			Year 4 Session 2		
EDST4010	Practice of Teaching: ICT in the Secondary School (30 days)	10	EDST4020	Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms (30 days)	10
EDTE4220	Economics and Business Studies in the Secondary School II	10	EDST4180	Transitioning to the Secondary Teaching Profession (CAPSTONE)	10
EDST4120	Adolescent Development and Classroom Practice	10	EDST4200	Using and Interpreting Educational Data	10
EDUC Unit at 3000 level		10	EDUC Unit at 3000 level		10

2.2.4 Suggested Pattern of Study – Major in International Business

This pattern of study will meet [NESA subject content requirements](#) to teach Business Studies as a first teaching subject.

Please check current requirements in the online [University Handbook](#) before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST1000	Exploring Australian Education: Social and Historical Contexts	10	EDST1010	Learning and Development: An Introduction for Educators	10
ACCG1000	Accounting in Society	10	ACST1001	Finance 1A	10
ECON1020	Principles of Economics 1	10	MGMT1002	Principles of Management	10
STAT1250	Business Statistics	10	MGMT1005	Introduction to Global Business	10
Year 2 Session 1			Year 2 Session 2		
EDST2000	The Practice of Teaching: Inclusive Education (10 days)	10	MGMT3001	Global Business Strategy	10
EDUC 2620	Education: The Learner	10	MGMT2030	Cross Cultural Management	10
MGMT2002	International Business Operations	10	MKTG1001	Marketing Fundamentals	10
MGMT2031	Sustainability in International Business	10	EDST3170	Indigenous Education	10
Year 3 Session 1			Year 3 Session 2		
EDST3140	Introduction to the Secondary Curriculum		EDST3010	Practice of Teaching: Classroom Management and Assessment in the Secondary School (10 days)	
International Business 3000 Level Option Set			EDTE4210	Economics and Business Studies in the Secondary School I	
International Business 3000 Level Option Set		10	International Business 3000 Level Option Set		10
MGMT3003	International Business Project (PACE)		MQBS3010	Agility and Excellence in Business (CAPSTONE)	
Year 4 Session 1			Year 4 Session 2		
EDST4010	Practice of Teaching: ICT in the Secondary School (30 days)	10	EDST4020	Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms (30 days)	10
EDTE4220	Economics and Business Studies in the Secondary School II	10	EDST4180	Transitioning to the Secondary Teaching Profession (CAPSTONE)	10
EDST4120	Adolescent Development and Classroom Practice	10	EDST4200	Using and Interpreting Educational Data	10
EDUC Unit at 3000 level		10	EDUC Unit at 3000 level		10

Section 5

Professional Experience Units

In the undergraduate degree programs, Professional Experience (PEX) begins in the second year of full-time study. While in schools, the Teacher Education Student (TES) 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 and liaise between ST and unit convenors. Full information is available on the [Professional Experience website](#).

Pattern of Professional Experience in Schools

Year of Study	Professional Experience Unit	Professional Experience Days	Session
Year 2	EDST2000 Practice of Teaching: Inclusive Education	10	S1
Year 3	EDST3010 Practice of Teaching: Classroom Management and Assessment in the Secondary School	10	S2
Year 4	EDST4010 Practice of Teaching: ICT in the Secondary School	30	S1
Year 4	EDST4020 Practice of Teaching: Culturally and Linguistically Diverse Secondary Classrooms	30	S2

Plan your own course worksheet

First teaching subject _____ (Academic Major)

Additional teaching subject or Minor Study _____

2021 S1	2021 S2	2021 S3
2022 S1	2022 S2	2022 S3
2023 S1	2023 S2	2023 S3
2024 S1	2024 S2	2024 S3

Units contributing to the Academic Minor and/or NESA second teaching subject content requirements
