



**MACQUARIE**  
University

# **Department of Educational Studies**

## **Primary Teacher Education Program Graduate Entry Student Guide 2019**

Bachelor of Education (Primary)

Students commencing in 2019 are advised to retain the 2019 Student Guide and to refer to it in each subsequent year of study

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## **IMPORTANT LINKS**

### **DEPARTMENT OF EDUCATIONAL STUDIES**

- **[Our people](#)**
- **[Professional Experience](#)**

### **MACQUARIE UNIVERSITY HANDBOOK 2019**

### **NSW EDUCATION STANDARDS AUTHORITY**

## WELCOME FROM THE DIRECTOR

Welcome to the Macquarie University Teacher Education Program.

Please take the time to read through this Guide as it will help you plan your program of study, assist you with terms and help you to be aware of key activities that should be undertaken as you study such as LANTITE, Teaching Performance Assessment and, of course, Professional Experience.

The program includes discipline studies in Education, units covering a range of 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 provide you with an excellent preparation for the primary 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 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 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 well in your endeavours.

Dr John De Nobile  
Director, Primary Teacher Education Program

## HOW TO USE THIS GUIDE

The information contained in this guide is for students entering the Bachelor of Education (Primary) in 2019.

Use this *Guide* with the current *University Handbook* to:

- be fully aware of the relevant Bachelor Degree Rules and about programs of study and units
- plan your program of study to fulfil degree requirements while meeting your own academic and professional interests and needs.

Students enrolled in the Bachelor of Education (Primary) must choose a pattern of study that fulfils the requirements of:

- the Bachelor of Education (Primary) degree
- the NSW Education Standards Authority (NESA).

This *Guide* is designed to give the information that will allow students to plan their program of study.

In the following sections, the term *required* is used to indicate those 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 for all students to refer to information in both the *University Handbook* and the *Graduate Entry BEd(Primary) Student Guide* when planning their studies.

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

## 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 requirements of NESA.

Students are expected to have consulted this *Student Guide* (also known as the *TEP Guide*) and the *University Handbook* before seeking advice.

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

Students in the Department of Educational Studies shall submit their requests via <https://ask.mq.edu.au/>.

## RECOGNITION OF PRIOR LEARNING

Exemptions may be given when students have been granted recognition of prior learning (RPL) unspecified credit and have studied one or more units similar to planned units in their program. Students must seek specific exemptions for the nominated units from the department that offers them. Information about applying for recognition of prior learning and exemptions may be found at: <http://www.mq.edu.au/study/high-school-students/getting-into-university/applying/recognition-of-prior-learning>

## 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 is then forwarded to the Department of Educational Studies 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.

# **SECTION 1**

## **THE BACHELOR OF EDUCATION (PRIMARY) FOR GRADUATES**

The Bachelor of Education (Primary) is available to graduates of a recognised university holding a Bachelor degree and who satisfy the NESA KLA content requirements.

This program can be completed in two years of full-time study. A part-time pattern allows completion in four years, but this can be varied. This qualification cannot be completed fully by distance.

### **1.1 ACADEMIC PREREQUISITES FOR ADMISSION**

All applicants to the BEd(Primary) must hold a recognised Bachelor degree containing studies that satisfy the NESA Key Learning Area (KLA) subject content requirements. The minimum requirement is one year of study (eight semester-long units of study) relevant to one or more KLAs. Appropriate postgraduate studies may also be considered.

Full details regarding the NESA relevant areas of academic study in Key Learning Areas for primary teaching may be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/your-accreditation/future-teachers/primary-school>

## SECTION 2

### PLANNING A PROGRAM OF STUDY

#### 2.1 INTRODUCTION

The Bachelor of Education (Primary) may be studied full-time or part-time. The *Macquarie University Glossary* defines full-time and part-time as follows:

**Full-time student:** A student who is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full-Time Study Load for the course for which they are admitted

**Part-time student:** A student who is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full-Time Student Load for the course for which they are admitted.

Students may change between full-time or part-time enrolment at any time throughout their degree. You do not need to notify the University about this.

Students are advised to map out their program of study as far in advance as possible while remembering that both their interests may change and the offerings of units may alter on a yearly basis.

#### Maximum workload per session

The University advises that one credit point is equivalent to a minimum of three hours work per week. Therefore, a 3 credit point unit would require a minimum study time commitment of 9 hours per week.

Students who wish to complete their program in the minimum time need to complete at least 12 credit points per session, if following a standard Session 1/Session 2 pattern of study. Programs of study in excess of 14 credit points in Sessions 1 and 2 require special approval (see page 6). Enrolment in Session 3 is limited to two units (6 credit points).

#### 2.2 WHAT YOU WILL STUDY

The Bachelor of Education (Primary) requires completion of a minimum of 72 credit points.

All general requirements to satisfy the relevant Bachelor of Education rule, as outlined in the schedule of programs of study, must be met and include:

▪ Minimum number of credit points for the degree	72**
▪ Minimum number of credit points at 200 level or above	42
▪ Completion of a PACE unit	EDTE301/EDTE403/EDTE404
▪ Completion of other <u>specific minimum requirements</u>	

You will undertake required education studies and professional units, which include curriculum and methodology and professional experience placement in schools.

\*\* **Students accepted into the BEd(Primary) automatically receive 24 credit points of unspecified credit. This unspecified credit will be applied to the elective component of the degree. The remaining 48cp may be completed in a two-year full-time program.**

## 2.2.1 Specific Minimum Requirements

### Bachelor of Education (Primary)

Extracted from [the University Handbook](#)

Accurate at the time of printing. The on-line *University Handbook* is the final authority on all current degree requirements.

#### General requirements:

Minimum number of credit points for the degree	72
Of your 72 credit points, complete a maximum of 30 credit points at 100 level	
Minimum number of credit points at 200 level or above	42
Minimum number of credit points at 300 level or above	18

Completion of a designated PACE unit

Completion of other specific minimum requirements as set out below

**In order to graduate students must ensure that they have satisfied all of the general requirements of the award**

UNIT	CP
<b>100 LEVEL</b>	
<u>EDUC107 - Introduction to Educational Studies</u>	3
or both: <u>EDUC105 - Education: The Psychological Context</u> and <u>EDUC106 - Education: The Social and Historical Context</u>	
<b>200 LEVEL</b>	
<u>EDTE251 - Curriculum and Teaching in the Primary School 1</u>	3
<u>EDTE252 - Curriculum and Teaching in the Primary School 2</u>	3
<u>EDUC258 - Mathematics in Schools</u>	3
<u>EDUC260 - Language, Literacy and Learning</u>	3
<u>EDUC267 - Classroom Management and Assessment</u>	3
<u>EDUC262 - Education: The Learner</u> or <u>EDUC264 - Education: The Policy Context</u>	3
<u>TEP248 - Key Competencies in Inclusive Education</u>	3
<b>300 LEVEL</b>	
<u>EDTE301 - Professional Experience in the Primary School 1</u>	3
<u>EDTE353 - Curriculum and Teaching in the Primary School 3</u>	3
<u>EDTE354 - Curriculum and Teaching in the Primary School 4</u>	3
<u>EDUC371 - Reading Acquisition in the Primary Classroom</u>	3
<b>400 LEVEL</b>	
<u>EDTE403 - Professional Experience in the Primary School 2</u>	3
<u>EDTE404 - Professional Experience in the Primary School 3</u>	3
<u>EDTE455 - Curriculum and Teaching in the Primary School 5</u>	3
<u>ETE456 - Curriculum and Teaching in the Primary School 6</u>	3
Balance of credit points required (24cp RPL of unspecified credit automatically applied) see page 8	24
Total credit points required to satisfy this degree	72

## 2.3 RECOGNITION OF PRIOR LEARNING

**Students accepted into the BEd(Primary) automatically receive 24 credit points of unspecified credit. This unspecified credit will be applied to the elective component of the degree.**

In addition to these 24 credit points, students may apply for specified credit. Prior learning assessed needs to be relevant, current and match the learning outcomes of a Macquarie unit.

Please review full information on all aspects of Recognition of Prior Learning on the University website.



## 2.4 LITERACY AND NUMERACY TESTS FOR TEACHER EDUCATION STUDENTS

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.

Students in the BEd(Prim) must have met the standard for both Literacy and Numeracy prior to commencing the professional experience placement unit **EDTE403 - Professional Experience in the Primary School 2**.

While students may sit the test at any time prior to TEP403, it is strongly recommended that BEd(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:**

1. Access iLearn at <http://ilearn.mq.edu.au/mod/page/view.php?id=3529290> for test resources and information
2. Access the ACER website and complete the practice questions and practice tests. <https://teacheredtest.acer.edu.au/prepare/practice-material>
3. Access **DES101 Prepare yourself: Enhance your literacy skills** iLearn site. This resource supports students in developing their literacy skills. <http://ilearn.mq.edu.au/course/view.php?id=28215>
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](mailto: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 special testing conditions online via your candidate account, as soon as possible after registration for the relevant test window. See: <https://teacheredtest.acer.edu.au/register/special-testing-conditions>
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>

## 2.5 THE TEACHING PERFORMANCE ASSESSMENT

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 **EDTE404 - Professional Experience in the Primary School 3**.

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. Information Sessions about the TPA will be held for Teacher Education Students prior to commencing their final professional experience placement. The Sessions will provide information about the specific requirements of the TPA. These Sessions will be recorded so Teacher Education Students who are not able to attend in person can access the information. In addition, various assessment tasks and in-class activities have been incorporated throughout the Primary Teacher Education Program which model the tasks associated with the TPA and will assist in your preparation for the TPA.

Tasks specific to your chosen AITSL Specialisation (see Section 5) will be included in the TPA.

## 2.6 SUGGESTED PATTERNS OF STUDY

The BEd(Primary) is a structured program with specific requirements, as outlined in Section 2.2. The charts below outline suggested programs of study showing you how the University requirements of the BEd(Primary) can be completed in two years full-time or four years part-time. This information must be read in conjunction with the *Macquarie University Handbook* and the requirements of the NESA.

Please keep in mind that these suggested patterns have been prepared based on the 2018 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued and/or replaced. This information was accurate at publication. The on-line *Macquarie University Handbook* is the final authority on all current degree requirements.

### 2.6.1 Suggested pattern of study full time

Year 1 Session 1		Year 1 Session 2	
EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	TEP248	3 cp
EDUC260	3 cp	EDTE252	3 cp
EDTE251	3 cp	EDTE301	3 cp
Year 2 Session 1		Year 2 Session 2	
EDTE353	3 cp	EDTE354	3 cp
EDTE455	3 cp	EDTE456	3 cp
EDTE403	3 cp	EDTE404	3 cp
EDUC371	3 cp	EDUC262	3 cp

### 2.6.2 Suggested pattern of study part-time

Year 1 Session 1		Year 1 Session 2	
EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	EDUC262	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC260	3 cp	TEP248	3 cp
EDUC371	3 cp		
Year 3 Session 1		Year 3 Session 2	
EDTE251	3 cp	EDTE252	3 cp
EDTE353	3 cp	EDTE354	3 cp
		EDTE301	3 cp
Year 4 Session 1		Year 4 Session 2	
EDTE455	3 cp	EDTE456	3 cp
EDTE403	3 cp	EDTE404	3 cp

## **SECTION 3**

### **THE PROFESSIONAL UNITS**

#### **3.1 PROFESSIONAL CURRICULUM (INCLUSIVE EDUCATION) UNIT**

##### **3.1.1 TEP248 Key Competencies in Inclusive Education**

This unit in Inclusive Education focuses on three main areas: normalisation and integration; effective teaching procedures; and models of best practice.

Competencies in classroom behaviour management and data-based instruction are addressed. Emphasis is placed on strategies which will equip teachers working in regular classes to design and implement programs of instruction for a diverse range of children with special needs. TEP248 provides a firm foundation for students interested in pursuing further studies in Inclusive Education.

#### **3.2 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS**

##### **3.2.1 EDTE251 and EDTE252 – Curriculum and Teaching in Primary School 1 & 2**

EDTE251 is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. This unit focuses on the syllabus structure, content and skills and pedagogical strategies for the key learning areas of English and Mathematics.

EDTE252 provides further development in the pedagogical aspects of teaching and learning in the primary school. This unit focuses on the syllabus scope and structure, content and skills of the key learning areas of Science & Technology and Human Society and Its Environment.

##### **3.2.2 EDTE353 and EDTE354 – Curriculum and Teaching in Primary School 3 & 4**

EDTE353 introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school, Creative Arts, and Personal Development, Health and Physical Education (PDHPE).

EDTE354 focuses on the syllabus structure, content and skills of the key learning areas of English and Mathematics. In this unit TES will undertake a task leading to an AITSL specialisation in either English or Mathematics. Please see Section 5 for details.

##### **3.2.3 EDTE455 and EDTE456 – Curriculum and Teaching in Primary School 5 & 6**

EDTE455 emphasises reflective practice and quality teaching through interaction with units of work focusing on the key learning areas of Human Society and Its Environment and Science & Technology.

EDTE456, the final unit in the primary curriculum series, focuses on strategies that combine the six key learning areas to build meaningful connections within and across subject boundaries.

# SECTION 4

## THE PROFESSIONAL EXPERIENCE UNITS

### 4.1 INTRODUCTION

In the full-time BEd(Primary) program, professional experience begins in the first year of study. While in schools, the Teacher Education Student works with, and is supervised by, an experienced Professional Experience Supervising Teacher who acts as a mentor. All Teacher Education Students must complete a minimum 60 days of supervised Professional Experience in schools.

#### Pattern of Professional Experience Two year full-time program

Year of Study	Units	Typical Number of Days	Session
Year 1	EDTE301	20	S2
Year 2	EDTE403** and EDTE404	40	S1 & S2

#### Pattern of Professional Experience Four year part-time program

Year of Study	Units	Typical Number of Days	Session
Year 3	EDTE301	20	S2
Year 4	EDTE403** and EDTE404	40	S1 & S2

\*\* Students in the BEd(Primary) must have met the standard for both Literacy and Numeracy prior to commencing the professional experience placement unit **EDTE403 - Professional Experience in the Primary School 2**. See section 2.4.

Macquarie's developmental model of professional experience requires Teacher Education Students to attend schools in both single day and specified 'block' periods. This model enables Teacher Education Students to observe pupils' growth in learning, gain a more comprehensive view of the curriculum in practice and to participate in the life of the school. It also allows sufficient time for students to reflect on what they see and do, and to relate practice to theory, and theory to practice.

**Note: Block periods of professional experience are usually scheduled during University breaks and some block periods may overlap University teaching weeks. These patterns differ from year to year, based on NSW school holidays. Students must ensure they are available for professional experience during these block periods.**

In Session 1 of their final year, students should arrange their program to include one full day each week free from other formal commitments at the University. In addition, before committing themselves to other activities in the mid-year break, students must take into account the required timing of the block teaching dates.

- Professional experience requirements are fully outlined on the [Professional Experience website](#).

## 4.2 EDTE301 PROFESSIONAL EXPERIENCE IN THE PRIMARY SCHOOL 1

This required unit is undertaken by all intending Primary teachers in conjunction with enrolment in either EDTE353 or EDTE354. Teacher Education Students work in a school, under the guidance of a PEX Supervising Teacher for at least 20 days. The placement includes a required block period and may also include additional days.

### EDTE301

- The prerequisite for enrolment is: Admission to the BEd(Prim)
- The corequisite for enrolment is: Enrolment in EDTE354 or Admission to the BEd(Prim)

## 4.3 EDTE403 AND EDTE404 PROFESSIONAL EXPERIENCE IN THE PRIMARY SCHOOL 2 & 3

These required units are undertaken by all intending primary teachers in conjunction with their final Primary methodology units. The placement includes required block periods and additional days. Twenty-five days are usually completed in each session.

Students in the BEd(Prim) must have met the standard for both Literacy and Numeracy prior to commencing the professional experience placement unit **EDTE403 - Professional Experience in the Primary School 2**. Please refer to Section 2.4 of this Guide for further information.

### EDTE403

- The prerequisite for enrolment is: EDTE353 *and* EDTE354 or Enrolment in the BEd(Primary)  
and
- The corequisite for enrolment is: EDTE455

### EDTE404

- The prerequisite for enrolment is : EDTE403  
and
- The corequisite for enrolment is: EDTE456

## **SECTION 5**

### **AITSL SPECIALISATIONS: ENGLISH OR MATHEMATICS**

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 the BEd(Primary), TES will choose to specialise in either English or Mathematics.

Students will be provided this specialisation, as outlined below, in EDTE354 Curriculum and Teaching in Primary School 4 and EDTE404 - Professional Experience in the Primary School 3.

#### **5.1 EDTE354: CURRICULUM AND TEACHING IN THE PRIMARY SCHOOL 4**

This unit is the fourth in the sequence of primary curriculum units. The lectures and workshops focus on the syllabus structure, content and skills of the key learning areas of English and Mathematics. It aims to develop a range of pedagogical strategies and resources for planning an integrated sequence of learning experiences that differentiate for learning in regular classrooms and enhance the students' skills in assessment and reporting. TES will complete a differentiated assessment task in their chosen specialisation.

##### **5.1.1 Specialisation in English**

This task includes the development of a unit of work for a primary school class (either focused on building knowledge of literature and critical and multimodal literacy skills

##### **5.1.2 Specialisation in Mathematics**

In this task, TES will undertake mathematics investigation that involves developing a module focussed on the integration of mathematics and technology knowledge and skills. The module shall be in digital form and include the resources that students need to conduct the investigation/unit of work.

#### **5.2 EDTE404: PROFESSIONAL EXPERIENCE IN THE PRIMARY SCHOOL 3**

As outlined in Section 2.5, the TPA is completed during this final 20 day supervised professional experience placement. The TPA has several components that assess your capabilities against the Australian Professional Standards for Teachers (APST) - Graduate Teachers. You will be required to focus on your specialist area (English or Mathematics) when collecting data for your TPA. You will also be implementing and evaluating the specialist unit of work developed in EDT354.