



MACQUARIE
University

School of Education

Secondary Teacher Education Program

Graduate Entry Student Guide

2016

Bachelor of Education (Secondary)

Students commencing in 2016 are advised to retain the 2016 Student Guide and to refer to it in each subsequent year of study

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Welcome from the Director

Welcome to the Macquarie University Teacher Education Program. The program includes discipline studies in Education, 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 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 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 Michael Cavanagh

Director, Teacher Education Program

HOW TO USE THIS GUIDE

The information contained in this guide is for students entering the Bachelor of Education (Secondary) in 2016:

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 (Secondary) must choose a pattern of study that fulfils the requirements of:

- the Bachelor of Education (Secondary) degree
- the Board of Studies, Teaching and Educational Standards (BOSTES).

This *Guide* is designed to give the information that will allow students to make informed choices.

In the following sections, the term *required* is used to indicate those units which students *must complete* to satisfy the 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*. The term *recommended* is used to identify those units which we feel provide students with a basis of knowledge and skills on which to develop as a teacher or which will enhance their prospects of employment.

It is important for all students to refer to information in both the *University Handbook* and the *Graduate Entry BEd(Secondary) Student Guide* when planning their studies.

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

Students are encouraged to attend a scheduled information and advising session prior to enrolment. It is the student's responsibility to ensure they understand and are satisfying both the University's requirements for the enrolled degree and the BOSTES requirements for accreditation.

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 the BOSTES.

Students are expected to have consulted the *TEP Student Guide* and the *University Handbook* before seeking advice. Any academic listed in the Education staff directory can give advice of a general nature. Questions about specific secondary units or the professional experience should be directed to the staff responsible for those units.

Subject-specific methodology and professional experience academic advice

| | |
|---|---------------------|
| Economics, Business Studies | Dr Rod Lane |
| English | Dr Michael Cavanagh |
| Geography | Dr Rod Lane |
| History, Society & Culture, Legal Studies | Dr Rod Lane |
| Languages/ESL | Dr Robyn Moloney |
| Mathematics | Dr Michael Cavanagh |
| Science | Dr Hye-Eun Chu |

SPECIAL APPROVALS

There are two types of special approvals that students sometimes seek:

- Approvals in excess of 14 credit points
- Exemptions.

Approvals in excess of 14 credit points

Students who wish to undertake an academic program in excess of 14 credit points in Session 1 or 2 must complete the form APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS IN A SESSION available at http://www.students.mq.edu.au/student_admin/student_connect/forms/. Once complete seek advice and approval from one of the academic staff members listed below. Please note that approval is not automatic and depends on your academic progress and reasons for the excess load.

Exemptions

Exemptions are granted when students have been given recognition of prior learning (RPL) 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/undergraduate/getting_in/applying/recognition_of_prior_learning/.

Approvals and Exemptions Officers

Only the academic staff members listed below are able assist you with special approval requests:

| | |
|--------------------------|-------------------------|
| Dr Michael Cavanagh | Dr Norman McCulla |
| Assoc Prof Pamela Coutts | Prof Joanne Mulligan |
| Dr John De Nobile | Dr Kerry-Ann O'Sullivan |
| Dr Neil Harrison | Dr David Saltmarsh |
| Dr Rod Lane | Dr Penny Van Bergen |
| Prof Lori Lockyer | |

SECTION 1

The Bachelor of Education (Secondary) for Graduates

The Bachelor of Education (Secondary) is available to graduates of a recognised university holding a Bachelor degree which contains an appropriate academic major relevant to the secondary school methodologies offered at Macquarie.

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.

Secondary methodology units are available in the following subject areas:

| First Teaching Subjects | Second Teaching Subjects | Specialisation Only |
|---|---|--|
| <ul style="list-style-type: none">▪ Business Studies▪ Economics▪ English▪ Geography▪ History (Ancient)▪ History (Modern)▪ Languages▪ Mathematics▪ Science | <ul style="list-style-type: none">▪ Business Studies▪ Economics▪ English▪ Geography▪ History (Ancient)▪ History (Modern)▪ Languages▪ Legal Studies▪ Mathematics▪ Society and Culture | <ul style="list-style-type: none">▪ English as a Second Language |

1.1 Academic Prerequisites for Admission

All applicants to the BEd(Secondary) must hold a recognised Bachelor degree that provides relevant discipline knowledge in a secondary school teaching area. Appropriate postgraduate studies may also be considered. The minimum prerequisites for admission in the subject/s you intend to teach are as follows:

- **First teaching subject**

In your undergraduate degree you are required to have successfully undertaken the equivalent of three-quarters of a year (0.75 Equivalent Full Time Study Load – EFTSL) of discipline study, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two units at first year level and no fewer than two units at third year level. (*BOSTES Subject Content Requirements (Abridged)* October 2015).

- **Second teaching subject**

If you wish to be qualified to teach a second or subsequent secondary teaching subject (for flexibility of employment) you are required to have successfully undertaken the equivalent of a half a year (0.5 EFTSL) of discipline study, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two units at first year level. (*BOSTES Subject Content Requirements (Abridged)* October 2015).

Some subject areas have very specific requirements which must be met. Full details regarding the BOSTES academic requirements for admission to graduate entry programs and relevant areas of academic subject content knowledge requirements for secondary teaching may be found at <http://www.nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/high-school/>.

Places in the BEd(Secondary) program are limited; consequently entry is both selective and competitive. Not all applicants, even those who may meet entry requirements, will be successful. The quality of your first degree, requirements for relevant areas of academic study and the content of a personal statement are included in the full assessment of your application.

In some cases, applicants who do not have the required number of undergraduate content units may be made a conditional offer which will require them to complete specific additional units concurrently.

SECTION 2

Planning a Program of Study

2.1 Introduction

The Bachelor of Education (Secondary) 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 7). Enrolment in Session 3 is limited to two units (6 credit points).

2.2 What you will study

The Bachelor of Education (Secondary) 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 TEP401/TEP402
- Completion of other specific minimum requirements As outlined on page 12

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

2.2.1 Recognition of Prior Learning

Students accepted into the BEd(Secondary) 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 (in accordance with the *Schedule of Minimum Requirements at Macquarie University*) if your prior learning is assessed to be relevant, current and matches learning outcomes of a Macquarie unit.

Full information on all aspects of Recognition of Prior Learning may be found at http://www.mq.edu.au/study/undergraduate/getting_in/applying/recognition_of_prior_learning/.

SPECIFIC MINIMUM REQUIREMENTS Bachelor of Education (Secondary)

Extracted from the *University Handbook*
Accurate at the time of printing. The on-line *University Handbook* is the final authority.

| REQUIRED UNITS | NAME | CP | OFFERED |
|---|--|----|--|
| 100 LEVEL | | | |
| EDUC107 ¹ | Introduction to Educational Studies | 3 | S1 Day, S1 External |
| 200 LEVEL | | | |
| EDUC262 or EDUC264 | Education: The Learner or Education: The Policy Context | 3 | S2 Day, S2 External S1 Day, S1 External |
| EDUC267 | Classroom Management and Assessment | 3 | S2 Day, S2 External |
| TEP248 | Key Competencies in Inclusive Education | 3 | S2 Day, S2 External, S3 External |
| EDUC2XX ² or above | See Appendix and <i>University Handbook</i> for options | 3 | |
| 300 LEVEL | | | |
| TEP387 | Introduction to Curriculum and Instruction in the Secondary School I | 3 | S1 Day |
| TEP388 | Introduction to Curriculum and Instruction in the Secondary School II | 3 | S2 Day |
| EDTE302 | Introduction to Professional Experience in the Secondary School | 3 | S1 Day, S2 Day |
| EDUC at 300 level or TEP/EDTE at 300 level or above | EDUC 3XX student choice unit(s) or TEP/EDTE Units as required for second teaching subject and/or specialisation in ESL | 6 | |
| 400 LEVEL | | | |
| TEP401 | Professional Experience in the Secondary School I (Capstone/PACE) | 3 | S1 Day |
| TEP402 | Professional Experience in the Secondary School II (PACE) | 3 | S2 Day |
| ONE OF: | | 6 | |
| TEP421 and TEP422 | Economics and Business Studies in the Secondary School I & II | | S1 Day/S2 Day |
| TEP423 and TEP424 | English in the Secondary School I & II | | S1 Day/S2 Day |
| TEP425 and TEP426 | Geography in the Secondary School I & II | | S1 Day/S2 Day |
| TEP427 and TEP428 | History in the Secondary School I & II | | S1 Day/S2 Day |
| TEP429 and TEP430 | Mathematics in the Secondary School I & II | | S1 Day/S2 Day |
| TEP431 and TEP432 | Languages in the Secondary School I & II | | S1 Day/S2 Day |
| EDTE433 and EDTE434 | Science in the Secondary School I & II | | S1 Day/S2 Day |
| ANY LEVEL | | | |
| EDUC or ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC | Students will enrol in EDUC units unless they have received a conditional offer and are required to undertake studies in ACCG106, BBA102, CBMS, PHYS, ENGL, MATH or SOC to meet BOSTES requirements. | 6 | |
| Balance of credit points required ³ | | 24 | |
| Total credit points required to satisfy this degree | | 72 | |
| ¹ Alternatively, students may choose to complete EDUC105 and EDUC106 ² <ul style="list-style-type: none"> ▪ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers. ▪ Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i> in their program. ▪ All other students can choose an EDUC unit from the range of 200 and 300 level units available ³ <ul style="list-style-type: none"> ▪ Recognition of prior learning – see 2.2.1 | | | |

2.3 Suggested Patterns of Study

The BEd(Secondary) is a structured program with specific requirements, as outlined in Section 2.2. Your program of study for the BEd(Secondary) will vary based on whether you have one or two teaching subjects, are undertaking a specialisation in ESL or if the conditions of your offer include the study of any discipline specific content units.

2.3.1 BEd(Secondary) – One teaching subject only

These are the suggested patterns of study for students undertaking a teaching subject(s) requiring enrolment in only one methodology area.

| SUGGESTED FULL-TIME PATTERN OF STUDY | | | |
|--|-----|--|-----|
| YEAR 1 | | | |
| Session 1 | | Session 2 | |
| EDUC107 | 3cp | EDUC267 | 3cp |
| EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260) ¹ | 3cp | EDUC262 or EDUC2XX/3XX | 3cp |
| TEP387 | 3cp | TEP388 | 3cp |
| EDTE302 or EDUC3XX | 3cp | EDTE302 or EDUC3XX | 3cp |
| YEAR 2 | | | |
| Session 1 | | Session 2 | |
| TEP4XX (first teaching subject methodology unit) | 3cp | TEP4XY (first teaching subject methodology unit) | 3cp |
| TEP401 | 3cp | TEP402 | 3cp |
| EDUC3XX | 3cp | EDUC any level | 3cp |
| EDUC any level | 3cp | TEP248 | 3cp |
| <p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p> | | | |

| SUGGESTED PART-TIME PATTERN OF STUDY | | | |
|--|-----|--|-----|
| YEAR 1 | | | |
| Session 1 | | Session 2 | |
| EDUC107 | 3cp | EDUC267 | 3cp |
| EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260) ¹ | 3cp | EDUC262 or EDUC2XX/3XX | 3cp |
| YEAR 2 | | | |
| Session 1 | | Session 2 | |
| EDUC3XX | 3cp | EDUC any level | 3cp |
| EDUC any level | 3cp | TEP248 | 3cp |
| YEAR 3 | | | |
| Session 1 | | Session 2 | |
| TEP387 | 3cp | TEP388 | 3cp |
| EDTE302 or EDUC3XX | 3cp | EDTE302 or EDUC3XX | 3cp |
| YEAR 4 | | | |
| Session 1 | | Session 2 | |
| TEP4XX (first teaching subject methodology unit) | 3cp | TEP4XY (first teaching subject methodology unit) | 3cp |
| TEP401 | 3cp | TEP402 | 3cp |
| <p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p> | | | |

2.3.2 BEd(Secondary) – Two teaching subjects

These are the suggested patterns of study for students undertaking teaching subjects requiring enrolment in two methodology areas.

| SUGGESTED FULL-TIME PATTERN OF STUDY | | | |
|--|-----|---|-----|
| YEAR 1 | | | |
| Session 1 | | Session 2 | |
| EDUC107 | 3cp | EDUC267 | 3cp |
| EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹ | 3cp | EDUC262 or EDUC2XX/3XX | 3cp |
| TEP387 | 3cp | TEP388 | 3cp |
| EDTE302 or EDUC any level | 3cp | EDTE302 or EDUC any level | 3cp |
| YEAR 2 | | | |
| Session 1 | | Session 2 | |
| TEP4XX (first teaching subject methodology unit) | 3cp | TEP4XY (first teaching subject methodology unit) | 3cp |
| TEP401 | 3cp | TEP402 | 3cp |
| TEP4XX (second teaching subject methodology unit) | 3cp | TEP4XX (second teaching subject methodology unit) | 3cp |
| EDUC any level | 3cp | TEP248 | 3cp |
| <p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p> | | | |

| SUGGESTED PART-TIME PATTERN OF STUDY | | | |
|--|-----|------------------------|-----|
| YEAR 1 | | | |
| Session 1 | | Session 2 | |
| EDUC107 | 3cp | EDUC267 | 3cp |
| EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹ | 3cp | EDUC262 or EDUC2XX/3XX | 3cp |
| YEAR 2 | | | |
| Session 1 | | Session 2 | |
| EDUC any level | 3cp | TEP248 | 3cp |
| EDUC any level in S1 or S2 | | | 3cp |
| YEAR 3 | | | |
| Session 1 | | Session 2 | |
| TEP387 | 3cp | TEP388 | 3cp |
| EDTE302 IN S1 OR S2 | | | 3cp |
| YEAR 4 | | | |
| Session 1 | | Session 2 | |
| TEP4XX (first method) | 3cp | TEP4XY (first method) | 3cp |
| TEP401 | 3cp | TEP402 | 3cp |
| TEP4XX (second method) | 3cp | TEP4XX (second method) | 3cp |
| <p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p> | | | |

2.3.3 BEd(Secondary) – One teaching subject with two discipline specific content units

These are the suggested patterns of study for students who received a conditional offer instructing them to include additional discipline studies.

| SUGGESTED FULL-TIME PATTERN OF STUDY | | | |
|--|-----|--|-----|
| YEAR 1 | | | |
| Session 1 | | Session 2 | |
| EDUC107 | 3cp | EDUC267 | 3cp |
| EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹ | 3cp | EDUC262 or EDUC2XX/3XX | 3cp |
| TEP387 | 3cp | TEP388 | 3cp |
| EDTE302 or (ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level) | 3cp | EDTE302 or (ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level) | 3cp |
| YEAR 2 | | | |
| Session 1 | | Session 2 | |
| TEP4XX (first method) | 3cp | TEP4XY (first method) | 3cp |
| TEP401 | 3cp | TEP402 | 3cp |
| CBMS or PHYS or ENGL or MATH or SOC any level | 3cp | EDUC3XX | 3cp |
| EDUC3XX | 3cp | TEP248 | 3cp |
| <p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p> | | | |

| SUGGESTED PART-TIME PATTERN OF STUDY | | | |
|--|-----|---|-----|
| YEAR 1 | | | |
| Session 1 | | Session 2 | |
| EDUC107 | 3cp | EDUC267 | 3cp |
| (ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level) | 3cp | (ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level) | 3cp |
| YEAR 2 | | | |
| Session 1 | | Session 2 | |
| EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹ | 3cp | EDUC262 or EDUC2XX/3XX | 3cp |
| EDUC3XX | 3cp | TEP248 | 3cp |
| YEAR 3 | | | |
| Session 1 | | Session 2 | |
| TEP387 | 3cp | TEP388 | 3cp |
| EDTE302 or EDUC3XX | 3cp | EDTE302 or EDUC3XX | 3cp |
| YEAR 4 | | | |
| Session 1 | | Session 2 | |
| TEP4XX (first method) | 3cp | TEP4XY (first method) | 3cp |
| TEP401 | 3cp | TEP402 | 3cp |
| <p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p> | | | |

SECTION 3

The Professional Units

3.1 Professional Curriculum (Inclusive Education) Unit – 200 Level

3.1.1 TEP248 Key Competencies in Inclusive Education

This introductory 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 – 300 Level

3.2.1 TEP387 and TEP388 Curriculum and Instruction in the Secondary School I and II

Students must complete TEP387 and TEP388, Curriculum and Instruction in the Secondary School I and II. TEP387 focuses on issues related to classroom teaching and TEP388 examines a range of educational issues that determine the context in which secondary schools operate.

Graduate entry BEd(Secondary) students meet the requirements to enrol in TEP387 in S1 of their first year of enrolment.

Students enrolling in a part-time pattern are advised to enrol in TEP387/388 in their second to last year of study.

3.3 Professional Curriculum (Methodology) Units – 400 Level

The sequence TEP387/TEP388 must be completed before enrolling in the 400 level professional curriculum units.

3.3.1 First Teaching Subject Professional Curriculum Units

In the final year of study students enrol in one or more of the following unit sequences:

- TEP421 and TEP422 Economics and Business Studies in the Secondary School I & II
- TEP423 and TEP424 English in the Secondary School I & II
- TEP425 and TEP426 Geography in the Secondary School I & II
- TEP427 and TEP428 History in the Secondary School I & II
- TEP429 and TEP430 Mathematics in the Secondary School I & II
- TEP431 and TEP432 Languages in Schools I & II
- EDTE433 and EDTE434 Science in the Secondary School I & II

3.3.2 Second Teaching Subject Professional Curriculum Units

If you have the subject content for a second teaching subject, you will also complete the relevant sequence of units listed below.

- TEP421 and TEP422 Economics and Business Studies in the Secondary School I & II
- TEP423 and TEP424 English in the Secondary School I & II
- TEP425 and TEP426 Geography in the Secondary School I & II
- TEP427 and TEP428 History in the Secondary School I & II
- TEP429 and TEP430 Mathematics in the Secondary School I & II
- TEP431 and TEP432 Languages in Schools I & II
- EDTE410 Social Sciences in the Secondary School 1 and TEP440 Society and Culture in the Secondary School I
- EDTE410 Social Sciences in the Secondary School 1 and TEP441 Legal Studies in the Secondary School I

3.4 Specialisation in ESL Professional Curriculum Unit

Macquarie University offers students the opportunity to undertake a specialisation in English as a Second Language. While this is not a BOSTES recognised teaching subject, it is an area that may be of interest to Secondary teachers.

Students undertaking this specialisation must have a strong and accurate knowledge of English grammar.

The major emphasis of the unit is on the language needs of the learner in the classroom. Emphasis is also placed on the various language experiences required by second language learners in all subject areas. A wide range of teaching strategies and roles are explored, ranging from facilitator of language across the curriculum to liaison person with relevant community agencies.

Relevant areas of academic study for the ESL Specialisation

Studies in linguistics and/or English provide a foundation for undertaking this unit. ESL is available as a specialisation and is available to graduate entry BEd(Secondary) students **only with permission of the unit convenor**.

Students who obtain permission will enrol in TEP442 English as a Second Language in Schools I

3.4 Professional Experience Units

Professional experience begins in the first year of full-time enrolment. Students undertaking part-time study should plan their professional experience for the final two years of study.

Graduate entry Teacher Education Students must complete a minimum of 60 days in schools. The first 20 days are completed while enrolled in the methodology units TEP387/TEP388 and the professional experience unit EDTE302. The remaining 40 days are undertaken while enrolled in the 400 level methodology units and the professional experience units TEP401 and TEP402. While in schools, the Teacher Education Student is supervised by an experienced Professional Experience (PEX) Supervising Teacher who acts as a mentor.

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 but 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.

When planning a program, students should arrange to have one full day each week free from other formal commitments at the University. This day may be a different day of the week in each half-year. 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 at http://www.educ.mq.edu.au/professional_experience/.

3.4.1 EDTE302 Introduction to Professional Experience in the Secondary School

This required unit is undertaken by all intending Secondary teachers in conjunction with enrolment in either TEP387 or TEP388. Students work in a school for at least 20 days. The placement includes single days and required block periods.

| EDTE302 | |
|--|--|
| ▪ The prerequisites for enrolment are: | Enrolment in the graduate entry BEd(Secondary) |
| ▪ The corequisite for enrolment is: | Enrolment in TEP387 <i>or</i> TEP388 |

3.4.2 TEP401 and TEP402 Professional Experience in Secondary School I and II

These required units are undertaken by all intending secondary teachers in conjunction with their secondary methodology units. The placement includes single days and required block periods.

| TEP401 | |
|--------------------------------------|-------------------------|
| ▪ The prerequisite for enrolment is: | EDTE302 <i>and</i> |
| ▪ The corequisite for enrolment is: | 3cp from TEP421-EDTE433 |

| TEP402 | |
|--------------------------------------|-------------------------------------|
| ▪ The prerequisite for enrolment is: | TEP401 (Satisfactory) <i>and</i> |
| ▪ The corequisite for enrolment is: | 3cp from TEP422 - EDTE434 |

APPENDIX

A1 EDUC and TEP units and their availability

| Code | Name | CP | When Offered |
|---------|---|----|---|
| EDTE302 | Introduction to Professional Experience in the Secondary School | 3 | S1 Day S2 Day |
| EDTE405 | Professional Experience for Specific Purposes | 3 | S1 Day S2 Day FY1 Day |
| EDTE410 | Social Sciences in the Secondary School 1 | 3 | S1 Day |
| EDTE433 | Science in the Secondary School I | 3 | S1 Day |
| EDTE434 | Science in the Secondary School II | 3 | S2 Day |
| EDUC105 | Education: The Psychological Context | 3 | S1 Day S1 External S2 External |
| EDUC106 | Education: The Social and Historical Context | 3 | S2 Day S2 External |
| EDUC108 | Science: Today and Tomorrow | 3 | S1 Day S3 External |
| EDUC221 | Theory and Practice of Peer Assisted Learning | 3 | S1 Day |
| EDUC258 | Mathematics in Schools <i>PLEASE NOTE: Intending Mathematics teachers must complete EDUC258. S1 Day is available to intending Primary and Secondary teachers. S3 External is available only to intending Primary teachers.</i> | 3 | S1 Day S3 External for Primary only |
| EDUC260 | Language, Literacy and Learning | 3 | S1 Day S1 External |
| EDUC261 | Information and Communication Technologies and Education | 3 | S1 Day S3 Day |
| EDUC262 | Education: The Learner | 3 | S2 Day S2 External |
| EDUC264 | Education: The Policy Context | 3 | S1 Day S1 External |
| EDUC267 | Classroom Management and Assessment | 3 | S2 Day S2 External |
| EDUC270 | Teaching the Gifted and Talented Student | 3 | S2 Day |
| EDUC289 | Human Society and its Environment | 3 | S1 Day S1 External |
| EDUC362 | Digital Creativity and Learning | 3 | S1 Day |
| EDUC363 | Education as Social Development | 3 | S1 Day S1 External |
| EDUC365 | Educational Assessment | 3 | S2 Day S2 External |
| EDUC371 | Reading Acquisition in the Primary Classroom | 3 | S1 Day S1 External |
| EDUC373 | Literacy in a Multicultural Society | 3 | S2 Day S2 External |
| EDUC383 | Education in a Global Society | 3 | S2 Day S2 External |
| EDUC386 | Gender and Education | 3 | S1 External |
| EDUC388 | Aboriginal Education Issues and Approaches | 3 | S2 Day |
| EDUC392 | Research Inquiry in the Classroom | 3 | S1 Day |
| EDUC399 | Professional Capability: Policy, Theory, Pedagogy | 3 | S2 Day S2 External |

| Code | Name | CP | When Offered |
|--------|---|----|--------------------------------------|
| TEP248 | Key Competencies in Inclusive Education | 3 | S2 Day S2 External S3 External |
| TEP387 | Curriculum and Instruction in Secondary School I | 3 | S1 Day |
| TEP388 | Curriculum and Instruction in Secondary School II | 3 | S2 Day |
| TEP401 | Professional Experience in Secondary School I | 3 | S1 Day S2 Day |
| TEP402 | Professional Experience in Secondary School II | 3 | S1 Day S2 Day FY1 Day |
| TEP421 | Economics and Business Studies in the Secondary School I | 3 | S1 Day |
| TEP422 | Economics and Business Studies in the Secondary School II | 3 | S2 Day |
| TEP423 | English in the Secondary School I | 3 | S1 Day |
| TEP424 | English in the Secondary School II | 3 | S2 Day |
| TEP425 | Geography in the Secondary School I | 3 | S1 Day |
| TEP426 | Geography in the Secondary School II | 3 | S2 Day |
| TEP427 | History in the Secondary School I | 3 | S1 Day |
| TEP428 | History in the Secondary School II | 3 | S2 Day |
| TEP429 | Mathematics in the Secondary School I | 3 | S1 Day |
| TEP430 | Mathematics in the Secondary School II | 3 | S2 Day |
| TEP431 | Languages in the Secondary School I | 3 | S1 Day |
| TEP432 | Languages in the Secondary School II | 3 | S2 Day |
| TEP440 | Society and Culture in the Secondary School I | 3 | S2 Day |
| TEP441 | Legal Studies in the Secondary School I | 3 | S2 Day |
| TEP442 | English as a Second Language in Schools I | 3 | S1 Day |

A2 Glossary

| | |
|--------------|---|
| S1 Day | Session 1, North Ryde, Day |
| S1 Evening | Session 1, North Ryde, Evening |
| S1 External | Session 1, North Ryde, External |
| S2 Day | Session 2, North Ryde, Day |
| S2 Evening | Session 2, North Ryde, Evening |
| S2 External | Session 2 North Ryde, External |
| S3 Day | Session 3, December 2016 – February 2017, North Ryde, Day |
| S3 External | Session 3, December 2016 – February 2017, North Ryde, External |
| WV Day | Winter vacation session, North Ryde, Day |
| WV External | Winter vacation session, External |
| EDTE | Units with this prefix are professional development units related to study in the Teacher Education Program. |
| EDUC | Units with this prefix are academic units of study related to the theoretical study in Education |
| TEP | Units with this prefix are professional development units related to study in the Teacher Education Program. |
| Prerequisite | Unit of study which must be completed or a requirement which must be satisfied before you enrol in a particular unit. |
| Corequisite | Unit of study which has to be completed prior to or concurrently with another. |

A3 2016 Professional Experience Calendar

| January | | | | |
|---------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| February | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | | | | |

| March | | | | |
|-------|----|----|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

| April | | | | |
|-------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| May | | | | |
|-----|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| June | | | | |
|------|----|----|----|----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

| July | | | | |
|------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

| August | | | | |
|--------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| September | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

| October | | | | |
|---------|----|----|----|----|
| M | T | W | T | F |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

| November | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

| December | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

 University in Session

 1 NSW School Holidays

 Public Holidays

 1 Block Periods

 Exam Period