



MACQUARIE
University

Department of Educational Studies

Secondary Teacher Education Program

Graduate Entry Student Guide

2017

Bachelor of Education (Secondary)

Students commencing in 2017 are advised to retain the 2017 Student Guide and to refer to it in each subsequent year of study

Table of Contents

STAFF DIRECTORY	2
WELCOME FROM THE DIRECTOR.....	4
HOW TO USE THIS GUIDE	5
ACADEMIC ADVICE	6
EXEMPTIONS.....	6
APPROVALS IN EXCESS OF 14 CREDIT POINTS	6
SECTION 1 THE BACHELOR OF EDUCATION (SECONDARY) FOR GRADUATES.....	7
1.1 ACADEMIC PREREQUISITES FOR ADMISSION	7
SECTION 2 PLANNING A PROGRAM OF STUDY	8
2.1 INTRODUCTION.....	8
2.2 WHAT YOU WILL STUDY	8
2.2.1 RECOGNITION OF PRIOR LEARNING	8
2.3 LITERACY AND NUMERACY TESTS FOR TEACHER EDUCATION STUDENTS.....	9
2.3 SUGGESTED PATTERNS OF STUDY	11
2.3.1 <i>BEd(Secondary) – One teaching subject only</i>	<i>11</i>
2.3.2 <i>BEd(Secondary) – Two teaching subjects</i>	<i>12</i>
2.3.3 <i>BEd(Secondary) – One teaching subject with two discipline specific content units ...</i>	<i>13</i>
SECTION 3 THE PROFESSIONAL UNITS.....	14
3.1 PROFESSIONAL CURRICULUM (INCLUSIVE EDUCATION) UNIT – 200 LEVEL	14
3.1.1 <i>TEP248 Key Competencies in Inclusive Education</i>	<i>14</i>
3.2 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS – 300 LEVEL.....	14
3.2.1 <i>TEP387 and TEP388 Curriculum and Instruction in the Secondary School I and II... 14</i>	<i>14</i>
3.3 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS – 400 LEVEL.....	14
3.3.1 <i>First Teaching Subject Professional Curriculum Units.....</i>	<i>14</i>
3.3.2 <i>Second Teaching Subject Professional Curriculum Units.....</i>	<i>14</i>
3.4 SPECIALISATION IN ESL PROFESSIONAL CURRICULUM UNIT	15
<i>Relevant areas of academic study for the ESL Specialisation.....</i>	<i>15</i>
3.4 PROFESSIONAL EXPERIENCE UNITS	15
3.4.1 <i>EDTE302 Introduction to Professional Experience in the Secondary School.....</i>	<i>15</i>
3.4.2 <i>TEP401 and TEP402 Professional Experience in Secondary School I and II</i>	<i>16</i>
APPENDIX.....	17
A1 EDUC AND TEP UNITS AND THEIR AVAILABILITY.....	17
A2 GLOSSARY	19
A3 2017 PROFESSIONAL EXPERIENCE CALENDAR	20

STAFF DIRECTORY

Head of Department	Professor Mary Ryan mary.ryan@mq.edu.au	9850 8059
Director, Teacher Education Program (TEP)	Dr Michael Cavanagh Senior Lecturer michael.cavanagh@mq.edu.au	9850 8239
Undergraduate Coordinator	Dr Rod Lane Senior Lecturer rod.lane@mq.edu.au	9850 9172
Primary Coordinator	Dr John De Nobile Senior Lecturer john.denobile@mq.edu.au	9850 8681
Secondary Coordinator	Dr Michael Cavanagh Senior Lecturer michael.cavanagh@mq.edu.au	9850 8239
Undergraduate Education Major Coordinator	Dr Kerry-Ann O'Sullivan Senior Lecturer kerryann.osullivan@mq.edu.au	9850 8702
Academic Staff	Associate Professor Matt Bower Senior Lecturer matt.bower@mq.edu.au	9850 8626
	Dr Alice Chik Senior Lecturer alice.chik@mq.edu.au	9850 8628
	Dr Hye-Eun Chu Senior Lecturer hye-eun.chu@mq.edu.au	9850 8002
	Associate Professor Pamela Coutts pamela.coutts@mq.edu.au	9850 8444
	Dr John De Nobile Senior Lecturer john.denobile@mq.edu.au	9850 8681
	Dr Dean Dudley Senior Lecturer dean.dudley@mq.edu.au	9850 4864
	Dr Neil Harrison Senior Lecturer neil.harrison@mq.edu.au	9850 8716
	Dr Wayne Leahy Senior Lecturer wayne.leahy@mq.edu.au	9850 8672
	Dr Norman McCulla Senior Lecturer norman.mcculla@mq.edu.au	9850 8650

	Dr Anne McMaugh Senior Lecturer anne.mcmaugh@mq.edu.au	9850 8663
	Dr Robyn Moloney Senior Lecturer robyn.moloney@mq.edu.au	9850 8605
	Professor Joanne Mulligan joanne.mulligan@mq.edu.au	9850 8621
	Dr Penny Van Bergen Senior Lecturer penny.vanbergen@mq.edu.au	9850 8662
	Dr Stuart Woodcock Senior Lecturer stuart.woodcock@mq.edu.au	9850 4298
Professional Experience Administration Officer	Ms Kerry Klujin secondary.profexp@mq.edu.au	9850 8717
Administrator	Mrs Darcy Le Raye darcy.leraye@mq.edu.au	9850 8665
Administration Manager	Mrs Alison Pollard alison.pollard@mq.edu.au	9850 8656
Office	Ms Nikki de Souza Administrative Assistant nikki.desouza@mq.edu.au	9850 8704
	Mr Owain Matthews Administrative Assistant owain.matthews@mq.edu.au	9850 8679

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 2017:

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.

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 subject content requirements of the BOSTES.

Students are expected to have consulted the *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

EXEMPTIONS

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>

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.

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

Dr Michael Cavanagh	Dr Norman McCulla
A/Prof Pamela Coutts	Prof Joanne Mulligan
Dr John De Nobile	Dr Kerry-Ann O'Sullivan
Dr Neil Harrison	Dr Penny Van Bergen
Dr Rod Lane	

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/.

2.3 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 and pass a *Literacy and Numeracy Test for Initial Teacher Education Students* (the test).

In New South Wales, Teacher Education Students must pass the test prior to commencing their final professional experience placement. In the Secondary program, the final professional experience unit is TEP402.

While students may sit the test at any time, it is strongly recommended that BEd(Secondary) students sit the test during the first year of enrolment

Test resources and information is available on iLearn at <http://ilearn.mq.edu.au/mod/page/view.php?id=3529290>.

Information about the test and how to register is available at <https://teacheredtest.acer.edu.au/>.

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	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 or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. ▪ 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 – One teaching subject only			
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
EDUC3XX	3cp	EDTE302	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
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SUGGESTED PART-TIME PATTERN OF STUDY – One teaching subject only			
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
EDUC3XX	3cp	EDTE302	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
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

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 – Two teaching subjects			
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
EDUC any level	3cp	EDTE302	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
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SUGGESTED PART-TIME PATTERN OF STUDY – Two teaching subjects			
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	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
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

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			
One teaching with two discipline specific content units			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDTE302	3cp
TEP387	3cp	TEP388	3cp
ACCG100 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)	3cp	ACCG100 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
EDUC3XX	3cp	EDUC262 or EDUC2XX/3XX	3cp
EDUC3XX	3cp	TEP248	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SUGGESTED PART-TIME PATTERN OF STUDY			
One teaching with two discipline specific content units			
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
EDUC3XX	3cp	EDTE302	3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

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 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 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.

In New South Wales, Teacher Education Students must pass the [Literacy and Numeracy Test for Initial Teacher Education Students](#) before you can commence your final professional experience placement unit, TEP402. Please refer to Section 2.3 of this Guide for further information.

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	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
EDUC109	Science: Today and Tomorrow	3	S2 Day S3 External
EDUC258	Mathematics in Schools <i>PLEASE NOTE: Intending Mathematics teachers must complete EDUC258.</i>	3	S1 Day S3 External
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 S2 External
EDUC362	Digital Creativity and Learning	3	S1 Day
EDUC363	Education as Social Development	3	S1 Day S1 External S3 External
EDUC365	Educational Assessment	3	S1 Day S1 External
EDUC373	Literacy in a Multicultural Society	3	S2 Day S2 External
EDUC383	Education in a Global Society	3	Next offered 2018
EDUC388	Aboriginal Education Issues and Approaches	3	S2 Day
EDUC392	Research Inquiry in the Classroom	3	Next offered 2018
EDUC399	Professional Capability: Policy, Theory, Pedagogy	3	S2 Day S2 External
TEP248	Key Competencies in Inclusive Education	3	S2 Day S2 External S3 External
TEP387	Curriculum and Instruction in Secondary School I	3	S1 Day

Code	Name	CP	When Offered
TEP388	Curriculum and Instruction in Secondary School II	3	S2 Day
TEP401	Professional Experience in Secondary School I	3	S1 Day S2 Day FY1 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
EDTE433	Science in the Secondary School I	3	S1 Day
EDTE434	Science 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 2017 Professional Experience Calendar

January					February					March				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3			1	2	3
9	10	11	12	13	6	7	8	9	10	6	7	8	9	10
16	17	18	19	20	13	14	15	16	17	13	14	15	16	17
23	24	25	26	27	20	21	22	23	24	20	21	22	23	24
30	31				27	28				27	28	29	30	31
April					May					June				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	1	2	3	4	5				1	2
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16
24	25	26	27	28	22	23	24	25	26	19	20	21	22	23
					29	30	31			26	27	28	29	30
July					August					September				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4					1
10	11	12	13	14	7	8	9	10	11	4	5	6	7	8
17	18	19	20	21	14	15	16	17	18	11	12	13	14	15
24	25	26	27	28	21	22	23	24	25	18	19	20	21	22
31					28	29	30	31		25	26	27	28	29
October					November					December				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3	4	5	6			1	2	3					1
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
30	31				27	28	29	30		25	26	27	28	29

 University in Session

1 NSW School Holidays

 Public Holidays

1 Block Periods

 Exam Period

Profex_Calendar_2017_v270716