



MACQUARIE
University

School of Education Secondary Teacher Education Program Graduate Entry Student Guide 2015

Bachelor of Education (Secondary)

Students commencing in 2015 are advised to retain the 2015 Student Guide and to refer to it in each subsequent year of study

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STAFF DIRECTORY

		Phone 9850-	Fax 9850-
Head of Department	Professor Lori Lockyer Vincent Fairfax Family Foundation Chair in Teacher Education lori.lockyer@mq.edu.au	8665	8677
Director, Teacher Education Program (TEP)	Dr Michael Cavanagh Senior Lecturer michael.cavanagh@mq.edu.au	8239	8674
Undergraduate Coordinator	Dr Rod Lane Senior Lecturer rod.lane@mq.edu.au	9172	8674
Primary Coordinator	Dr John De Nobile Senior Lecturer john.denobile@mq.edu.au	8681	8674
Secondary Coordinator	Dr Michael Cavanagh Senior Lecturer michael.cavanagh@mq.edu.au	8239	8674
Undergraduate Education Major Coordinator	Dr Kerry-Ann O'Sullivan Senior Lecturer kerryann.osullivan@mq.edu.au	8702	8674
Academic Staff	Ms Judy Adnum Lecturer judy.adnum@mq.edu.au	8637	8674
	Dr Matt Bower Senior Lecturer matt.bower@mq.edu.au	8626	8674
	Dr Alice Chik Senior Lecturer alice.chik@mq.edu.au	8628	8674
	Dr Hye-Eun Chu Senior Lecturer hye-eun.chu@mq.edu.au	8002	8674
	Associate Professor Pamela Coutts Associate Professor pamela.coutts@mq.edu.au	8444	8677
	Dr John De Nobile Senior Lecturer john.denobile@mq.edu.au	8681	8674
	Dr Dean Dudley Senior Lecturer dean.dudley@mq.edu.au	4864	8674
	Dr Neil Harrison Senior Lecturer neil.harrison@mq.edu.au	8716	8674

		Phone 9850-	Fax 9850-
	Professor John Hedberg Professor of ICT and Education john.hedberg@mq.edu.au	9894	8674
	Dr Wayne Leahy Senior Lecturer wayne.leahy@mq.edu.au	8672	8674
	Dr Norman McCulla Senior Lecturer norman.mcculla@mq.edu.au	8650	8674
	Dr Anne McMaugh Lecturer anne.mcmaugh@mq.edu.au	8663	8674
	Dr Robyn Moloney Senior Lecturer robyn.moloney@mq.edu.au	8605	8674
	Assoc Professor Joanne Mulligan Associate Professor joanne.mulligan@mq.edu.au	8621	8674
	Dr David Saltmarsh Senior Lecturer david.saltmarsh@mq.edu.au	8798	8674
	Dr Penny Van Bergen Senior Lecturer penny.vanbergen@mq.edu.au	8662	8674
	Dr Stuart Woodcock Senior Lecturer stuart.woodcock@mq.edu.au	4298	8674
Professional Experience Administration Officer	Ms Kerry Klujin secondary.profexp@mq.edu.au	8717	9860
Personal Assistant to Head of Department & Director, TEP	Mrs Darcy Le Raye darcy.leraye@mq.edu.au	8665	8677
Departmental Administration Manager	Mrs Alison Pollard alison.pollard@mq.edu.au	8656	8674
School Office	Ms Nikki de Souza Administrative Assistant nikki.desouza@mq.edu.au	8704	8674
	Mr Owain Matthews Administrative Assistant owain.matthews@mq.edu.au	8679	8674

Welcome from the Director

Welcome to the Macquarie University Teacher Education Program. 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 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 2015:

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.

The School of Education requires students attend scheduled information and advising session prior to enrolment. After this time it is the student's responsibility to ensure they 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	Ms Judy Adnum
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	Assoc 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 by the School of Education.

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.

The School of Education at Macquarie offers secondary methodology units 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 ▪ 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**
A major study in one secondary teaching area comprised of at least three years (6 semester-long units of study) with at least 4 of these units at level (year) 2 or above.
- **Second teaching subject**
A minor study in a secondary teaching area comprise of at least two years (4 units) of studies with at least 2 units at level (year) 2 or above in your undergraduate degree.

The BOSTES subject content requirements for teaching provide a basis for assessing eligibility. In some areas, the University's requirements may be more stringent. Full details regarding relevant areas of academic study for the teaching subjects offered at Macquarie are outlined in Section 1.1.1.

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.

1.1.1 Relevant areas of academic study for teaching subjects (methodologies) offered at Macquarie University

Extracted from NSWIT Subject Content Requirements-abridged – January 2012

<http://www.nswteachers.nsw.edu.au/future-returning-teachers/become-a-teacher/>

This information was accurate at the time of publication.

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
English	Major in English with at least 3 units of a strong core of textual studies including literature Other units may include studies in: <ul style="list-style-type: none"> ▪ communications , creative writing, linguistics, media studies 	At least two years (four units) of degree level study in English with at least two units at level 2 or above including at least two units of a strong core of textual studies including literature. Other units may include studies in communications, creative writing, linguistics, media studies.
Mathematics	Major in pure or applied mathematics (must include algebra and calculus). One unit only of statistics may be counted provided it is studied as a stand-alone unit.	<i>NOTE: Second teaching subject option not offered at Macquarie.</i>
Biology	Major in science of four units in biology and two units in one of <ul style="list-style-type: none"> ▪ chemistry or ▪ physics 	At least two years (four units) of degree level study in science with at least two units at level 2 or above including two units in biology and two units in chemistry or physics. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>
Chemistry	Major in science of four units in chemistry and two units in one of <ul style="list-style-type: none"> ▪ physics or ▪ biology or ▪ earth and environmental science 	At least two years (four units) of degree level study in science with at least two units at level 2 or above, including two units in chemistry and two units in one of physics or biology or earth and environmental science. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>
Earth and Environmental Science	Major in science of one unit in biology and one unit in geology or environmental science and two units in chemistry or physics and two other science units	At least two years (four units) of degree level study in science with at least two units at level 2 or above including one unit in biology and one unit in geology or environmental science and two units in chemistry or physics. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
Physics	Major in science of four units in physics and two units in one of <ul style="list-style-type: none"> ▪ biology ▪ chemistry ▪ earth and environmental science. 	At least two years (four units) of degree level study in science with at least two units at level 2 or above, including two units in physics and two units in one of biology or chemistry or earth and environmental science. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>
Business Studies	Major in business related studies including at least one unit of finance or accounting and one unit of business management and remaining units drawn from: <ul style="list-style-type: none"> ▪ business law (Australian/English) ▪ economics ▪ human resource management ▪ industrial relations ▪ marketing finance accounting ▪ business management 	At least two years (four units) of degree level study in business related studies with at least two units at level 2 or above including at least one unit of finance and one unit of business management and two units drawn from business law (Australian/English), economics, human resource management, industrial relations, marketing, business management, finance or accounting.
Economics	Major in economics	At least two years (four units) of degree level study in economics with two units at level 2 or above.
Geography	Major in geography	At least two years (four units) of degree level study in geography with two units at level 2 or above.
History - Ancient	Major in history in areas such as ancient history archaeology	At least two years (four units) of degree level study in ancient history with two units at level 2 or above in areas such as ancient history, archaeology.
History - Modern	Major in history in areas such as <ul style="list-style-type: none"> ▪ Australian history ▪ contact and Aboriginal history ▪ early modern history ▪ historiography ▪ modern history 	At least two years (four units) of degree level study in modern history with two units at level 2 or above in areas such as Australian history, contact and Aboriginal history, early modern history, historiography, modern history.
Languages	A major in a language including study of the spoken and written language. Where the language is an Aboriginal language, there may be specific cultural requirements.	At least two year (four units) of degree level study in a language with two units at level 2 or above including study of the spoken and written language. Where the language is an Aboriginal language, there may be specific cultural requirements.

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
Legal Studies	<i>NOTE: First teaching subject option not offered at Macquarie.</i>	At least two years (four units) of degree level study in social sciences with two units at level 2 or above including legal studies.
Society and Culture	<i>NOTE: First teaching subject option not offered at Macquarie.</i>	At least two years (four units) of degree level study in social sciences with two units at level 2 or above in areas such as Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, civics, cultural studies, government, history, media studies, philosophy, politics, psychology (only one unit may be counted), religion studies, social communication, sociology (at least one unit preferred).

English as a Second Language (Specialisation)

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.

Subject Area	Relevant areas of academic study for SPECIALISATION
English as a Second Language SPECIALISATION ONLY	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.

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) are 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*
<http://handbook.mq.edu.au>

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/or <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
EDTE 302	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
TEP433 and TEP434	Science in the Secondary School I & II		S1 Day/S2 Day
ANY LEVEL			
ACCG106 or BBA102 or EDUC or CBMS or PHYS or ENGL or MATH or SOC	Students will enrol in EDUC units unless specifically advised to undertake studies in ACCG106, BBA102, CBMS, PHYS, ENGL, MATH or SOC	6	
Balance of credit points required		24*	
Total credit points required to satisfy this degree		72	
<p>¹ Alternatively, students may choose to complete EDUC105 and EDUC106</p> <p>²</p> <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 			

* Recognition of prior learning – see 2.2.1, page 11

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 method)	3cp	TEP4XY (first method)	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 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>			

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 method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
TEP4XX (second method)	3cp	TEP4XX (second method)	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
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. Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

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
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. 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 the 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
- TEP433 **and** TEP434 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. Mathematics is **NOT** available as a second teaching subject.

- 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
- 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

3.3.3 Specialisation in ESL Professional Curriculum Unit

Students who wish to obtain a specialisation in English as a Second Language will have the relevant academic studies and complete the following unit:

TEP442 English as a Second Language in Schools I

Students undertaking TEP442 must have a strong and accurate knowledge of English grammar.

3.4 Professional Experience Units

In the BEd(Sec) full-time, professional experience begins in the first year of enrolment. Students undertaking part-time study should plan their professional experience for the final two years of study.

Graduate entry Preservice Teachers 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 Preservice Teacher is supervised by an experienced Supervising Teacher who acts as a mentor.

Macquarie's developmental model of professional experience requires Preservice Teachers to attend schools in both single day and specified 'block' periods. This model enables Preservice Teachers 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 on the School of Education website 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-TEP433

TEP402	
▪ The prerequisite for enrolment is:	TEP401 (Satisfactory) <i>and</i>
▪ The corequisite for enrolment is:	3cp from TEP422 - TEP434

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
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
TEP433	Science in the Secondary School I	3	S1 Day
TEP434	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 2015 – February 2015, North Ryde, Day
S3 External	Session 3, December 2015 – February 2015, 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 2015 Professional Experience Calendar

January				
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

February				
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

March				
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			

April				
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	

May				
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

June				
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			

July				
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	31

August				
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				

September				
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		

October				
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

November				
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
29	30			

December				
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	

 University in Session

1 **NSW School Holidays**

 Public Holidays

1 **Block Periods**

 Exam Period