Macquarie School of Education

Faculty of Arts

Master of Teaching (Primary)

Student Guide

Students commencing in 2022 are advised to retain the 2022 Student Guide and to refer to it in each subsequent year of study

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Important Links

Macquarie University Handbook

NSW Education Standards Authority (NESA)

Australian Institute for Teaching and Learning Leadership (AITSL)

Macquarie School of Education

- Our people
- Professional Experience

Welcome from the Director

Welcome to the Master of Teaching (Primary) [MTeach(Prim)] at Macquarie University.

The Master of Teaching (Primary) provides an accredited course of study with integrated professional experience that prepares reflexive, resilient and research-engaged teachers for the primary school setting. Macquarie University's vision is to promote evidence-based learning and teaching that has a positive impact on student learning and wellbeing. Teacher Education Students will be immersed in technology-rich environments and will develop expertise in inclusive teaching practices for diverse students and contexts. Teacher Education Students shall select one primary specialisation for advanced study in either English or Science, Technology and Mathematics. As a postgraduate degree, upon successful completion, it is expected that graduates will be ready to be ethical, autonomous and critically reflective primary teachers capable of working effectively with students, parents, professionals and others in their local communities.

> *All units in this course have an 80% attendance requirement. This is a requirement for accreditation with the NSW Education Standards Authority.*

Please take the time to read through this Guide as it provides guidance in planning full-time or part-time studies, assists you with terms and helps you to be aware of key activities that are required as you progress in your studies, including LANTITE, Teaching Performance Assessment and, of course, Professional Experience.

The program includes discipline studies in Education, units covering the 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 prepare you for the primary classroom and meet the AITSL requirements for Graduate Teachers.

From time to time, there are also a variety of other activities on offer that will allow you to broaden your experience in teacher education if you would like to participate.

A particular feature of the Macquarie program is the focus on integrating theory and practice throughout your academic studies and the concurrent School Professional Experience Program. These activities will afford you an excellent opportunity to develop a reflexive 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 journey to teaching.

Dr Janet Dutton

Course Director, Master of Teaching (Primary)

SECTION 1
Teacher Education at Macquarie

1.1   The 5Rs Framework – attributes and capabilities for success

Teaching is a complex pursuit with competing demands, increasingly diverse student groups, high accountability and new requirements and evidence is adopted regularly. Therefore, success in the teaching profession require having important attributes and capabilities.

At Macquarie University we aim to graduate teachers who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching courses is the Macquarie's **5R's framework** which helps develop our Teacher Education Students to be:

1. **R**esilient

2. **R**eflexive in their teaching practice

3. **R**esponsive to children, colleagues, parents, professionals and communities

4. **R**eady to learn, and

5. **R**esearch engaged

We believe that our 5Rs framework, when consciously adopted and continuously developed, leads to high quality outcomes for both teachers and students.

We make a conscious effort to equip you, our Teacher Education Students, with the tools you need to thrive so you can inspire our great minds of tomorrow.

1.2   How to use this guide

The information contained in this guide is for students entering the Master of Teaching (Primary) in 2022.

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

▪ be fully aware of the relevant Master Degree Rules and your course

▪ plan your program of study and fulfil degree requirements

▪ fulfil AITSL requirements, and

▪ the requirements for the NSW Education Standards Authority (NESA).which may include additional study associated with conditional offers.

It is important for all students to refer to information in both the **_Handbook_** and this Guide when planning their studies.

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

1.3   NESA requirements: Academic standards

1.3.1   Literacy and Numeracy tests for teacher education students (LANTITE)

In order to be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake a Literacy and Numeracy Test for Initial Teacher Education Students (the test).

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

> Students in the MTeach(Sec) must have met the standard for both Literacy and Numeracy prior to commencing the professional experience placement unit *EDST8240 - Professional Practice 3 and Educational Research.*
>
> It is strongly recommended that MTeach(Sec) students sit the test during the first year of enrolment.

Students who do not meet the standard for literacy or numeracy on the first attempt will have two further opportunities to sit the test/s. Further information is available at https://teacheredtest.acer.edu.au/results/re-sit

For support and practice prior to sitting the tests, we recommend the following:

1. Access iLearn at http://ilearn.mq.edu.au/mod/page/view.php?id=3529290 for test resources and information

2. Access the ACER website and complete the practice questions and practice tests. https://teacheredtest.acer.edu.au/prepare/practice-material

3. Access **DES101** *Prepare yourself: Enhance your literacy skills* iLearn site. This resource supports students in developing their literacy skills. http://ilearn.mq.edu.au/course/view.php?id=28215

4. Access the Numeracy Centre at Macquarie University for support. The Numeracy Centre will be running workshops for students preparing for the numeracy component of the LANTITE test. The centre has resources for students available on their iLearn page: http://ilearn.mq.edu.au/enrol/index.php?id=30577

    a. You can also contact Carolyn Kennett at the Numeracy Centre for support in preparing for the test. carolyn.kennett@mq.edu.au +61-2-9850-8924 E7A-12 Wally's Walk 712

5. Access the Cambridge LANTITE Edge online material which allows students to practice questions. The cost is $40 for both components (or $25 for either the literacy or numeracy component). See: https://lantite.edjin.com/

6. Complete the test via remote proctoring if you feel anxious about sitting the test. This means you can complete the test in a place you feel comfortable and familiar with (not a test centre). See: https://teacheredtest.acer.edu.au/sit/remote-proctoring1. Some students feel more comfortable in the test centre so make sure you select what works best for you when sitting tests.

7. If you have a disability or other health-related need which might interfere with your ability to sit the test in the standard manner, you can apply for reasonable adjustments online via your candidate account, as soon as possible after registration for the relevant test window. See: https://teacheredtest.acer.edu.au/register/reasonable-adjustments

8. Contact Campus Well Being for strategies on sitting tests (we recommend this for anyone worried about these tests). See: https://students.mq.edu.au/support/wellbeing.

9. Consider sitting one test at a time – spreading this across the year allows for you to have time to study and prepare.

Information about the test and how to register is available on the Australian Council for Educational Research (ACER) website at https://teacheredtest.acer.edu.au

1.3.2 The Teaching Performance Assessment (TPA)

To be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake and meet the minimum standard for a Teaching Performance Assessment (TPA). The TPA is completed in the Teacher Education Student's final professional experience unit EDST8240 - Professional Practice 3 and Educational Research.

In completing the TPA, Teacher Education Students must provide evidence of their proficiency in lesson planning, classroom teaching, assessment of student learning, and critical reflection on their classroom practice. All information regarding this assessment is available on EDSTCOMM.

1.4 Workload and Planning

The University states that the workload in a 10 credit point unit is equivalent to 150 hours. A *minimum* study time commitment of 10 hours per week is expected across unit activities and requirements which are typically a mix of face to face and independent work.

To complete your course in the minimum time you must complete 40 credit points per session if following a standard Session 1/Session 2 pattern of study.

1.4.1 Credit Overload

If you wish to enrol in more than the standard number of credit points (credit overload) for a study period, academic approval is required. You must submit a Credit Overload form which is then forwarded to the Department of Educational Studies who will consider the request.

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

1.5   Academic Advice

While care is always taken in the provision of academic advice it is ultimately the student's responsibility to meet course requirements, including any additional study requirements associated with conditional offers.

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

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

SECTION 2
Master of Teaching (Primary)

The Master of Teaching (Primary) is a 160 credit point program comprised of fifteen Essential units (150cp) and one Elective unit (10cp) where you will choose an AITSL specialisation (See Section 4).

The charts below outline suggested programs of study showing you how the MTeach (Prim) can be completed in two years full-time or four years part-time. This information must be read in conjunction with the _Handbook_ and the requirements of the NESA.

This suggested pattern has been prepared based on the draft 2022 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued or replaced.

This information was accurate at publication. The on-line _Handbook_ is the final authority on all current degree requirements.

2.1 Suggested Patterns of Study

2.1.1 Suggested Pattern of Study – Full-time

Please check current requirements in the online _Handbook_ before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST8200	Introduction to Professional Practice and Research	10	EDST8207	Teaching English in the Primary School 2	10
EDST8301	Inclusive and Special Education	10	EDST8204	Teaching Mathematics, Science and Technology in the Primary School 2	10
EDST8203	Teaching Mathematics, Science and Technology in the Primary School 1	10	EDST8209	Teaching The Arts	10
EDST8206	Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School (15 day Professional Experience)	10
Year 2 Session 1			**Year 2 Session 2**		
EDST8205	Teaching Mathematics, Science and Technology in the Primary School 3	10	EDST8210	Teaching Quality Health and Physical Education in Primary Schools	10
EDST8300	Learner Development: Advances in Research and Practice	10	OPTION SET	EDST8212 English Specialisation OR EDST8213 Science, Technology and Mathematics Specialisation	10
EDST8302	Educational Assessment	10	EDST8201	Indigenous Education: Strategies and Research	10
EDST8208	Teaching English in the Primary School 3	10	EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10

2.1.2 Suggested Pattern of Study – Part-time

Please check current requirements in the online *Handbook* before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST8200	Introduction to Professional Practice and Research	10	EDST8207	Teaching English in the Primary School 2	10
EDST8206	Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8209	Teaching The Arts	10
Year 2 Session 1			**Year 2 Session 2**		
EDST8301	Inclusive and Special Education	10	EDST8204	Teaching Mathematics, Science and Technology in the Primary School 2	10
EDST8203	Teaching Mathematics, Science and Technology in the Primary School 1	10	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School (15 day Professional Experience)	10
Year 3 Session 1		**cp**	**Year 3 Session 2**		**cp**
EDST8208	Teaching English in the Primary School 3	10	EDST8201	Indigenous Education: Strategies and Research	10
EDST8205	Teaching Mathematics, Science and Technology in the Primary School 3	10	OPTION SET	EDST8212 English Specialisation OR EDST8213 Science, Technology and Mathematics Specialisation	10
Year 4 Session 1		**cp**	**Year 4 Session 2**		**cp**
EDST8300	Learner Development: Advances in Research and Practice	10	EDST8210	Teaching Quality Health and Physical Education in Primary Schools	10
EDST8302	Educational Assessment	10	EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10

Units offered in Session 1 & Session 2 in 2022

EDST8201   Indigenous Education: Strategies and Research
EDST8302   Educational Assessment
EDST8240   Professional Practice 3 and Educational Research

2.1.3 Suggested Pattern of Study – Accelerated

Please check current requirements in the online _Handbook_ before enrolling.

Year 1 Session 1		cp	Year 1 Session 2		cp
EDST8200	Introduction to Professional Practice and Research	10	EDST8207	Teaching English in the Primary School 2	10
EDST8301	Inclusive and Special Education	10	EDST8204	Teaching Mathematics, Science and Technology in the Primary School 2	10
EDST8203	Teaching Mathematics, Science and Technology in the Primary School 1	10	EDST8209	Teaching The Arts	10
EDST8206	Professional Practice 1: Teaching English in the Primary School (15 day Professional Experience)	10	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School (15 day Professional Experience)	10
Year 2 Session 1			Year 2 Session 2		
EDST8201	Indigenous Education: Strategies and Research	10	EDST8210	Teaching Quality Health and Physical Education in Primary Schools	10
EDST8205	Teaching Mathematics, Science and Technology in the Primary School 3	10	OPTION SET	EDST8212 English Specialisation OR EDST8213 Science, Technology and Mathematics Specialisation	10
EDST8300	Learner Development: Advances in Research and Practice	10	EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	10
EDST8302	Educational Assessment	10			
EDST8208	Teaching English in the Primary School 3	10			

Units offered in Session 1 & Session 2 in 2022

EDST8201   Indigenous Education: Strategies and Research
EDST8302   Educational Assessment
EDST8240   Professional Practice 3 and Educational Research

SECTION 3
Professional Experience

Professional Experience (PEX) begins in the first year of full-time or part-time study. While in schools, the Teacher Education Student works with, and is supervised by, an experienced Supervising Teacher (ST) who acts as a mentor. Students are also allocated a Tertiary Supervisor (TS) who may visit the school to meet with TES as well as liaise between ST and unit convenors.

Students enrolled in the MTeach(Prim) must complete a minimum of 60 days of supervised professional experience in schools

3.1   Pattern of Professional Experience in Schools Full-time pattern of study

Year of Study	Professional Experience Unit		Professional Experience Days	Session
Year 1	EDST8206	Professional Practice 1: Teaching English in the Primary School	15	S1
Year 1	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School	15	S2
Year 2	EDST8240	Professional Practice 3 and Educational Research (includes Teaching Performance Assessment	30	S2

3.2   Pattern of Professional Experience in Schools Part-time pattern of study

Year of Study	Professional Experience Unit		Professional Experience Days	Session
Year 1	EDST8206	Professional Practice 1: Teaching English in the Primary School	15	S1
Year 2	EDST8211	Professional Practice 2: Teaching Human Society and its Environment in the Primary School	15	S2
Year 4	EDST8240	Professional Practice 3 and Educational Research (includes Teaching Performance Assessment	30	S2

SECTION 4
AITSL Specialisations

In accordance with the requirements of Australian Institute of Teaching and School Leadership (AITSL) all Primary Teacher Education Students must graduate with an AITSL specialisation in a learning area relevant to primary education. In our courses, TES may choose to specialise in either English or Science, Technology and Mathematics

4.1 EDST8212
AITSL Specialisation in English

Full-time TES will enrol this unit in Year 2 Session 2 while those studying a part-time pattern will enrol in Year 3 S2. In this unit, you will complete content and assessments that equip you with this specialisation.

TES selecting the English specialisation will be required to demonstrate expertise in this key learning area during the final professional experience placement in *EDST8240 Professional Practice 3 and Educational Research*

4.2 EDST8213
AITSL Science, Technology and Mathematics Specialisation

Full-time TES will enrol this unit in Year 2 Session 2 while those studying a part-time pattern will enrol in Year 3 S2. In this unit, you will complete content and assessments that equip you with this specialisation.

TES selecting the Science, Technology and Mathematics specialisation will be required to demonstrate expertise in this key learning area during the final professional experience placement in *EDST8240 Professional Practice 3 and Educational Research*

Appendix 1

Plan your studies worksheet

AITSL Specialisation _____

2022 S1	2022 S2

2023 S1	2023 S2

2024 S1	2024 S2

2025 S1	2025 S2