



**MACQUARIE**  
University

**Macquarie School of Education**  
**Faculty of Arts**

**Master of Teaching (Secondary)**

**Student Guide**  
**2021**

Students commencing in 2021 are advised to retain the 2021 Student Guide and to refer to it in each subsequent year of study

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## Macquarie School of Education – Senior Staff

Dean of Education

**Professor Mary Ryan**  
**mary.ryan@mq.edu.au**

Director of Initial Teacher Education

**Dr Fay Hadley**  
**fay.hadley@mq.edu.au**

Program Director – Master of Teaching (Secondary)

**Dr Janet Dutton**  
**janet.dutton@mq.edu.au**

## 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 (Secondary) [MTeach(Sec)] at Macquarie University.

The MTeach(Sec) provides an accredited course of study with integrated professional experience that prepares reflexive, resilient and research-engaged teachers for the secondary school setting. Macquarie University's vision is to promote evidence-based learning and teaching that has a positive impact on student learning and wellbeing. Students will be immersed in technology-rich environments and will develop expertise in inclusive teaching practices for diverse students and contexts. Students will select at least one secondary teaching subject with elective units allowing further specialisation in areas including differentiating learning, language and literacy, and STEM. As a postgraduate degree, upon successful completion, it is expected that graduates will be ready to be ethical, autonomous and critically reflective secondary 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, curriculum studies, and a professional experience component. The sequence of units that you will study has been carefully designed to prepare you for the secondary 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 (Secondary)

# 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 (Secondary) in 2021. 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](mailto:carolyn.kennett@mq.edu.au) +61-2-9850-8924 E7A-12 Wally's Walk 712
5. Access the Cambridge LANTITE Edge online material which allows students to practice questions. The cost is \$40 for both components (or \$25 for either the literacy or numeracy component). See: <https://lantite.edjin.com/>
6. Complete the test via remote proctoring if you feel anxious about sitting the test. This means you can complete the test in a place you feel comfortable and familiar with (not a test centre). See: <https://teacheredtest.acer.edu.au/sit/remote-proctoring1>. Some students feel more comfortable in the test centre so make sure you select what works best for you when sitting tests.
7. If you have a disability or other health-related need which might interfere with your ability to sit the test in the standard manner, you can apply for 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 (Secondary)

The Master of Teaching (Secondary) is a 160 credit point program comprised of Essential units (110cp) and Electives (50cp)

The charts below outline suggested programs of study showing you how the MTeach(Sec) 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 NESA.

This suggested pattern has been prepared based on the draft 2021 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	EDST8304	Learning Technologies in School	10
EDST8201	Indigenous Education: Strategies and Research	10	OPTION SET	First Teaching Subject Methodology 1 (See Section 2.2)	10
EDST8301	Inclusive and Special Education	10	OPTION SET	Second Teaching Subject Methodology 1 (See Section 2.2) OR EDST8000 or EDST8060 (for TES with only one teaching subject)	10
EDST8237	Professional Practice 1: Curriculum and Pedagogy (15 day Professional Experience)	10	EDST8238	Professional Practice 2: Literacy and Numeracy for Diverse Learners (15 day Professional Experience)	10
Year 2 Session 1			Year 2 Session 2		
EDST8300	Learner Development: Advances in Research and Practice	10	EDST8303	Enrichment, Thinking and Creativity in Curriculum	10
EDST8302	Educational Assessment	10	EDST8040	Scholarship in Educational Studies	10
OPTION SET First Teaching Subject Methodology 2 (See Section 2.2)		10	OPTION SET	EDST8000 or EDST8060	10
OPTION	Second Teaching Subject Methodology 2 (See Section 2.2) OR EDST8000 or EDST8060 or EDST8312 (for TES with only one teaching subject)	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 2021

EDST8000	Educational Research
EDST8040	Scholarship in Education
EDST8060	Independent Education Project
EDST8201	Indigenous Education: Strategies and Research
EDST8240	Professional Practice 3 and Educational Research
EDST8302	Educational Assessment



## 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	OPTION SET	First Teaching Subject Methodology 1 (See Section 2.2)	10
EDST8237	Professional Practice 1: Curriculum and Pedagogy (15 day Professional Experience)	10	EDST8304	Learning Technologies in School	10
Year 2 Session 1			Year 2 Session 2		
OPTION SET	First Teaching Subject Methodology 2 (See Section 2.2)	10	OPTION SET	Second Teaching Subject Methodology 1 (See Section 2.2) OR EDST8000 or EDST8060 (for TES with only one teaching subject)	10
EDST8301	Inclusive and Special Education	10	EDST8238	Professional Practice 2: Literacy and Numeracy for Diverse Learners (15 day Professional Experience)	10
Year 3 Session 1		cp	Year 3 Session 2		cp
OPTION SET	Second Teaching Subject Methodology 2 (See Section 2.2) OR EDST8000 or EDST8060 or EDST8312 (for TES with only one teaching subject)	10	EDST8201	Indigenous Education: Strategies and Research	10
EDST8300	Learner Development: Advances in Research and Practice	10	EDST8302	Educational Assessment	10
Year 4 Session 1		cp	Year 4 Session 2		cp
EDST8040	Scholarship in Education	10	EDST8303	Enrichment, Thinking and Creativity in Curriculum	10
OPTION SET EDST8000 or EDST8060 or EDST8312		10	EDST8240	Professional Practice 3 and Educational Research (30 day Professional Experience including Teaching Performance Assessment)	

### Units offered in Session 1 & Session 2 in 2021

EDST8000	Educational Research
EDST8040	Scholarship in Education
EDST8060	Independent Education Project
EDST8201	Indigenous Education: Strategies and Research
EDST8240	Professional Practice 3 and Educational Research
EDST8302	Educational Assessment

## 2.2 Teaching Subjects and Methodology Units

All offers for enrolment in the MTeach (Sec) were assessed against the *NESA Subject Content Knowledge Requirements (Abridged) Discipline Study Requirements for Admission to NSW Graduate Entry Programs (July 2018)*.

The table below outlines the essential methodology units for each teaching area.

First Teaching Subject	Second Teaching Subject	Methodology Units	
<b>Business Studies</b>	Business Studies	EDST8230	Teaching Economics and Business Studies in the Secondary School 1
		EDST8231	Teaching Economics and Business Studies in the Secondary School 2
<b>Economics</b>	Economics	EDST8230	Teaching Economics and Business Studies in the Secondary School 1
		EDST8231	Teaching Economics and Business Studies in the Secondary School 2
<b>English</b>	English	EDST8222	Teaching English in the Secondary School 1
		EDST8223	Teaching English in the Secondary School 2
<b>Geography</b>	Geography	EDST8232	Teaching Geography in the Secondary School 1
		EDST8233	Teaching Geography in the Secondary School 2
<b>History (Ancient)</b>	History (Ancient)	EDST8224	Teaching History in the Secondary School 1
		EDST8225	Teaching History in the Secondary School 2
<b>History (Modern)</b>	History (Modern)	EDST8224	Teaching History in the Secondary School 1
		EDST8225	Teaching History in the Secondary School 2
<b>Languages</b>	Languages	EDST8220	Teaching Languages in the Secondary School 1
		EDST8221	Teaching Languages in the Secondary School 2
<b>Mathematics</b>	Mathematics	EDST8226	Teaching Mathematics in the Secondary School 1
		EDST8227	Teaching Mathematics in the Secondary School 2
<b>Mathematics/Physics</b>	N/A	EDST8226	Teaching Mathematics in the Secondary School 1
		EDST8227	Teaching Mathematics in the Secondary School 2
		EDST8228	Teaching Science in the Secondary School 1
		EDST8229	Teaching Science in the Secondary School 2
<b>Biology</b>	N/A	EDST8228	Teaching Science in the Secondary School 1
		EDST8229	Teaching Science in the Secondary School 2
<b>Chemistry</b>	N/A	EDST8228	Teaching Science in the Secondary School 1
		EDST8229	Teaching Science in the Secondary School 2
<b>Earth and Environmental Science</b>	N/A	EDST8228	Teaching Science in the Secondary School 1
		EDST8229	Teaching Science in the Secondary School 2
<b>Physics</b>	N/A	EDST8228	Teaching Science in the Secondary School 1
		EDST8229	Teaching Science in the Secondary School 2
<b>N/A</b>	Society and Culture	EDST8234	Teaching Society and Culture in the Secondary School 1
		EDST8235	Teaching Society and Culture in the Secondary School 2

## 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(Sec) 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	EDST8237 Professional Practice 1: Curriculum and Pedagogy	15	S1
Year 1	EDST8238 Professional Practice 2: Literacy and Numeracy for Diverse Learners	15	S2
Year 2	EDST8240 Professional Practice 3 and Educational Research (includes Teaching Performance Assessment)	30	S1

#### 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	EDST8237 Professional Practice 1: Curriculum and Pedagogy	15	S1
Year 2	EDST8238 Professional Practice 2: Literacy and Numeracy for Diverse Learners	15	S2
Year 4	EDST8240 Professional Practice 3 and Educational Research (includes Teaching Performance Assessment)	30	S1

## Appendix 1

### Plan your studies worksheet

2021 S1	2021 S2	2021 S3
2022 S1	2022 S2	2022 S3
2023 S1	2023 S2	2023 S3
2024 S1	2024 S2	2024 S3