



**MACQUARIE**  
University

# **Macquarie School of Education**

## **Faculty of Arts**

### **Master of Teaching (Birth to Five Years)**

## **Student Guide**

## **2024**

Students commencing in 2024 are advised to retain the 2024 Student Guide and to refer to it in each subsequent year of study

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## Important Links

Handbook

Australian Children's Education and Care Authority (ACECQA)

[\[OBJ\]](#)

Australian Institute for Teaching and Learning Leadership (AITSL)

- [\[OBJ\]](#)
- Professional Experience

# Welcome from the Director

Welcome to the Master of Teaching (Birth to Five Years) [MTeach(0-5)] at Macquarie University.

This degree provides an accredited course of study with integrated professional experience that prepares reflexive, resilient, and research-engaged teachers for prior-to-school settings. 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. Upon successful completion of this postgraduate degree, graduates will be ethical, autonomous, and critically reflective early childhood teachers, capable of working effectively with students, parents, professionals, and others in their local communities.

Please take the time to read through this guide. It will assist you with planning full-time or part-time studies, understanding commonly used terms, and it will help you to be aware of key activities that are required as you progress in your studies.

The program includes discipline studies in child development, language and literacy, leadership and management, mathematics, science and technology, the creative arts, inclusive education, and professional experience placements. The sequence of units that you will study has been carefully designed to prepare you for prior-to-school settings and meet the [AITSL requirements for Graduate Teachers](#).

There are also other activities offered 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 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. Take every opportunity to engage in your academic work and make the most of the opportunities presented to you during your professional placements.

I wish you all the best.

Course Director, Master of Teaching (Birth to Five Years)

# 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:

**R**esilient

**R**eflexive in their teaching practice

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

**R**eady to learn, and

**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 \(Birth to Five Years\)](#) in 2024.

Use this *Guide* with the current [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
- fulfil the requirements set by the Australian Children's Education and Care Quality Authority (ACECQA).

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 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 by following a standard Session 1/Session 2 pattern of study. Part-time study options are possible but mean that course completion will be longer than 2 years.

### **1.3.1 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 School of Education 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.

## **1.4 The Teaching Performance Assessment (TPA)**

To be accredited as a teacher, 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 ECHE8290 – Professional Experience 3.

In completing the TPA, Teacher Education Students must provide evidence of their proficiency in experience planning, teaching, assessment of children's learning, and critical reflection on their teaching practice. All information regarding this assessment is available on EDSTCOMM (under 'Full year' in iLearn).

## **1.5 Course Guidance**

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 advice and course guidance is available here: <https://students.mq.edu.au/support/study/course-guidance>

Students should submit their requests via [AskMq](#).

## SECTION 2

### Master of Teaching (Birth to Five Years)

The [Master of Teaching \(Birth to Five Years\)](#) is a 160-credit point program.

The charts below outline suggested programs of study showing you how the MTeach(0-5) 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 [ACECQA](#).

The suggested patterns have been prepared based on the unit availability in the 2024 Handbook. These are subject to change, and some units may not be offered every year or may be discontinued. Please check current requirements in the online Handbook before enrolling each year.

## 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
ECHE6000	Early Childhood Philosophy and Pedagogy	10	ECHE6030	Early Childhood Professional Practice 1	10
ECHE6010	Health & Wellbeing in Early Childhood	10	ECHE8230	Language and Literacy in Early Childhood	10
ECHE6020	Early Childhood Development	10	ECHE8240	Early Childhood Development Research and Practice	10
ECHE8200	Families in Context	10	ECHE8270	Learning through Mathematics, Science & Technology in EC Services	10
Year 2 Session 1			Year 2 Session 2		
ECHE8250	Early Childhood Professional Practice 2	10	ECHE8220	Issues in Early Childhood Policy and Pedagogy	10
ECHE8260	Leading and Managing Early Childhood Settings	10	EDST8209	Teaching the Arts	10
EDST8301	Inclusive and Special Education	10	ECHE8290	Early Childhood Professional Practice 3	20
EDST8000	Educational Research	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
ECHE6000	Early Childhood Philosophy and Pedagogy	10	ECHE8230	Language and Literacy in Early Childhood	10
ECHE6010	Health & Wellbeing in Early Childhood	10	ECHE8270	Learning through Mathematics, Science & Technology in EC Services	10
Year 2 Session 1			Year 2 Session 2		
ECHE6020	Early Childhood Development	10	ECHE6030	Early Childhood Professional Practice 1	10
ECHE8200	Families in Context	10	ECHE8240	Early Childhood Development Research and Practice	10
Year 3 Session 1			Year 3 Session 2		
ECHE8250	Early Childhood Professional Practice 2	10	ECHE8220	Issues in Early Childhood Policy and Pedagogy	10
ECHE8260	Leading and Managing Early Childhood Settings	10	EDST8209	Teaching the Arts	10
Year 4 Session 1			Year 4 Session 2		
EDST8000	Educational Research	10	ECHE8290	Early Childhood Professional Practice 3	20
EDST8301	Inclusive and Special Education	10			

**Note:** While this suggested pattern of study outlines how to complete this program in four years, there is some flexibility in part-time study and the order of units selected. Please seek academic advice from the Course Director (via ask.mq) should you wish to alter your pattern of study.



## SECTION 3

### Professional Experience

Professional Experience (PEX) begins in the first year of full-time study or in the second year for part-time study. While in prior-to-school settings, 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 early childhood education setting to meet with TES as well as liaise between ST and unit convenors.

**Students enrolled in the MTeach(0-5) 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	ECHE6030 Early Childhood Professional Practice 1	15	S2
Year 2	ECHE8250 Early Childhood Professional Practice 2	15	S1
Year 2	ECHE8290 Early Childhood Professional Practice 3	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 2	ECHE6030 Early Childhood Professional Practice 1	15	S2
Year 3	ECHE8250 Early Childhood Professional Practice 2	15	S1
Year 4	ECHE8290 Early Childhood Professional Practice 3	30	S2

**Note:** There is some flexibility in part-time study and the order of units selected. Please seek academic advice from the Course Director should you wish to alter your pattern of Professional Experience.

Links to useful resources and information can be located at the EDSTCOMM iLearn site.

## SECTION 4

### National Quality Framework

The **National Quality Framework (NQF)** is an approach to providing quality education and care across Australia. It informs regulations, assessment, and improvements for early childhood services, including long day care, family day care, preschool/kindergarten, and outside school hours care services.

#### 4.1 National Quality Standard (NQS)

The National Quality Standard forms an essential part of the National Quality Framework. It consists of seven quality areas that relate directly to important educational and wellbeing outcomes for children. All services in Australia are assessed using this Standard and are rated in each of the seven quality areas.

#### 4.2 Early Years Learning Framework (EYLF)

'Belonging, Being, and Becoming' – the Early Years Learning Framework (EYLF) v.2.0 – outlines the key principles underpinning early childhood education in Australia. It supports young children's learning from birth to five years of age and it supports them in their transition to school. The EYLF forms an essential part of the National Quality Framework and has been designed so that early childhood education and care services can develop their own strategies to meet objectives outlined by the Framework.

#### 4.3 Australian Children's Education and Care Quality Authority (ACECQA)

The Master of Teaching (Birth to Five Years) degree is approved by the Australian Children's Education and Care Quality Authority (ACECQA), the government agency responsible for accrediting early childhood teacher qualifications in Australia.

On completion of this degree, graduates are eligible for employment as a teacher in prior-to-school settings, typically within preschools and childcare settings. This qualification meets the four-year accreditation status in the National Quality Standard guidelines of ACECQA.