

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

MACQUARIE UNIVERSITY
Faculty of Human Sciences

DEPARTMENT OF EDUCATION

TEACHER EDUCATION PROGRAM

STUDENT GUIDE
2010

PRIMARY

Students commencing in 2010 are advised to retain the 2010 Student Guide
and to refer to it in each subsequent year of study

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Welcome from the Director

Congratulations on your decision to become a teacher. As an educator you will help to shape the future. You will change destinies, enrich lives and empower individuals to realise their full intellectual and social potential. You will have the opportunity to promote the intrinsic value of learning, reinforce the enduring values on which our society is grounded and challenge injustice. You will be a critical interpreter of knowledge and the principal means by which the intellectual endeavours of previous generations are passed on to future generations. You will build the human capital on which our economic and social wellbeing is founded.

Macquarie's Teacher Education Program is widely acknowledged as one of Australia's finest. The program is distinguished by the emphasis it attaches to the concept of the scholar-teacher. As scholar-teachers, you combine your discipline-based studies with your study of Education. In your professional units you learn through an exploration of research-based 'best practice', ongoing collaboration and collegial support.

Macquarie's model of teacher education also stresses the value of an integrated professional experience program. This approach allows you to apply, in authentic classroom contexts, the pedagogical knowledge and skills you develop in your academic and curriculum-based methodology units. Your school-based experiences subsequently inform and enrich the learning that takes place on-campus.

This approach is grounded in principles of constructivist learning. During the Professional Experience Program you have the opportunity to build a close professional relationship with your mentors, develop an understanding of the learning needs of your students, and acquire an in-depth knowledge of the school community in which you work.

The Program's academic staff are experts in their field and most have extensive school-based teaching experience. They are keen for you to succeed and will be happy to provide the support and guidance necessary for you to achieve this success.

We hope your experience at Macquarie is a positive one and that you will find your chosen career personally and professionally rewarding.

Dr Grant Kleeman
Director, Teacher Education Program

Continuing Macquarie students

(Those students enrolled before 1 January 2010)

In 2010, the University will be implementing changes to its undergraduate programs. The new curriculum is designed to make programs of study easier to understand, provide for even workloads, give students a broader educational experience and enhance employment opportunities. The new curriculum involves changes to credit point weightings, the introduction of new unit requirements and defined majors and minors.

The principal implications for continuing students are changes to the credit point value and codes assigned to some units. These are effective from the beginning of Semester 1 2010.

The changes to degree structures impact new students enrolling from 2010. Continuing students may, however, choose to transfer to the new degree structure. Why would you transfer? What is the advantage? Your major will be listed on your testamur. For example:

Bachelor of Arts with the Diploma of Education

Major in Education

If you do not apply to transfer, you will stay in your present degree, with the rules that existed when you enrolled, as long as you complete before 31 December 2012. Any current student still enrolled on 1 January 2013 will be automatically transferred to the new degree structure and will have to meet the requirements of the new rules regarding majors and capstone units. They will only have to complete the People and Planet requirement if they are still enrolled on 1 January 2014.

Please note: Students who are re-enrolling after an absence from study of 12 months or more will join the new curriculum. Further information regarding returning Macquarie students can be found at http://www.mq.edu.au/currentstudents/news/new_curriculum_faq.html

ACADEMIC ADVICE

Although students are ultimately responsible for their own academic program after their initial advising in Year 1, students are encouraged to seek academic advice if they have any concerns about any aspect of their academic program. Students are expected to have consulted the TEP Guide and the *Macquarie University Handbook of Undergraduate Studies* before seeking additional advice. Any academic listed in the staff directory can give advice of a general nature, but questions about specific primary units or the Professional Experience should be directed to staff on those units.

Primary Academic Advice

Dr John De Nobile
Dr Neil Harrison
Mrs Jennie Marston

Associate Prof Joanne Mulligan
Dr Kathy Stewart

Special Approvals

There are two types of special approvals (listed below) that students sometimes seek and for each type, students must contact one of the following academics:

Associate Prof Pamela Coutts
Dr John De Nobile
Dr Neil Harrison
Prof John Hedberg
Dr Grant Kleeman

Dr Norman McCulla
Associate Prof Joanne Mulligan
Dr Kerry-Ann O'Sullivan
Dr David Saltmarsh
Dr Wilhelmina Van Rooy

Approvals in excess of 14 credit points

Students who wish to undertake an academic program in excess of 14 credit points in any semester must complete the form APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS IN A SEMESTER that is available on the <http://www.registrar.mq.edu.au/academic-index.html> (Undergraduate Student Forms), and then seek advice and approval from one of the academics listed above. 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 credit for previous study (CPS) and have studied one or more units similar to planned units in their program. They must then seek specific exemptions for the nominated units from the Department that offers them. For EDUC and TEP units only, students must contact one of the academics listed above:

Information about applying for credit for previous study and exemptions may be found at: <http://www.reg.mq.edu.au/Undergrad/admissions/newstudents/cps.htm>

IMPORTANT NOTE

Students are advised to be familiar with the NSW Institute of Teachers' (NSWIT) requirements that are available on <http://www.nswteachers.nsw.edu.au/>. Although staff members make every effort to provide accurate advice about NSWIT requirements, it is the student's ultimate responsibility to use these requirements as a basis for their discipline subject choices.

HOW TO USE THIS GUIDE

The information contained in this guide is primarily for students new to the University; however, it will also be of interest and importance to continuing students.

Students should use this *Guide* in conjunction with the current *Macquarie University Handbook of Undergraduate Studies* so that they are fully aware of the requirements of the relevant Bachelor Degree Rules and are informed about programs of study and units. By judiciously using this *Guide* and the *Handbook*, students will be able to plan a program which fulfils degree and diploma requirements and the demands of the NSW Institute of Teachers while meeting their own academic and professional interests and needs.

Although the Macquarie University pattern of teacher education allows students considerable flexibility in planning their programs of study, certain requirements must be met. Students must choose a pattern of study that fulfils both the requirements of the Bachelor Degree and Diploma Rules, as well as the requirements of the NSW Institute of Teachers. This *Guide* is designed to give the information that will allow students to make informed choices.

In the following sections, the term *compulsory* is used to indicate those units which students must complete to satisfy the Bachelor Degree and Diploma requirements or to satisfy prerequisites or corequisites for compulsory units. The term *recommended* is used to identify those units that we feel provide students with a basis of knowledge and skills on which to develop as a teacher or that will enhance their prospects of employment.

It is important for all students to refer carefully to the details in Sections 2 and 3 on the general requirements of the awards and on planning your program. Specific information on units is included in Section 3.

All students are required to obtain academic advice in their first year of study in **any** course, but after this time it is your responsibility to ensure you are satisfying both the University's requirements for the enrolled degree and the employment requirements. We **strongly** recommend that you obtain academic advice after this time if you are unsure of your choices. Academic advice is particularly important if you have a non-standard path of progression such as:

- adding a DipEd after the first year
- transferring to Macquarie after previous tertiary study
- returning to study after an absence
- planning a BADipEd with honours
- changing from primary to secondary or vice versa
- transferring into a BADipEd from another course of study.

SECTION 1

MACQUARIE UNIVERSITY'S TEACHER EDUCATION PROGRAM

1.1 Overview

Macquarie University is committed to an academic, research-based approach to teacher education. Four perspectives inform its approach: liberal, progressive, vocational and emancipatory.

- The liberal perspective of teacher preparation advocates a strong liberal education. Prospective teachers are educated as scholars and are involved in research activities throughout their programs. They benefit from a broad-based university program and the development of scholarly virtues and habits. Graduate teachers should be able to describe a coherent and well-informed theory of education and pedagogy.
- The progressive perspective emphasises individual development and the ethic of care. Studies in educational and cognitive psychology, special education, and traditional, technical and cultural literacies are designed to provide a sound basis for effective curriculum planning and teaching. The Teacher Education Program is responsive to individual needs and students are encouraged to value student-centred learning in their Professional Experience placements and teaching careers.
- The vocational perspective encourages a focus on classroom issues and the development of key instructional and classroom management competencies as well as knowledge of the legal and organisational features of schools and teaching.
- The emancipatory perspective is concerned with the advancement of a socially critical pedagogy aimed at the development of a just, tolerant, democratic and civil society. The focus in this perspective shifts from the individual as a learner to the individual as a member of the community.

At the core of Macquarie's approach to teacher education is the concept of the scholar-teacher; one who is flexible, responsive to academic needs, venturesome, open-minded, confident to adapt and capable of considering new approaches to accepted practice. The aim is to raise the status and the quality of the professional work and thus the status and quality of teachers.

The distinctive features of Macquarie's program highlight the following:

- Teacher Education is seen as a university-wide program, with integrated academic, educational and professional studies.
- A developmental model, that provides a continuous experience in a school, is used for the Professional Experience. Selected, contracted and paid classroom teachers have a major responsibility for the mentoring, instruction, supervision and assessment of student teachers.

Pre-Service Programs in Teacher Education

Macquarie offers pre-service teacher education programs at undergraduate and graduate entry level. Graduates of these programs will satisfy the Graduate Standards of the NSW Institute of Teachers.

Prerequisites for Admission

All intending primary teachers should have, on entry, a minimum of two units of Higher School Certificate English and General Mathematics at Band 4, or equivalent. Students who do not reach this standard on entry are required to satisfactorily complete a unit of study at University in the relevant area(s). For Mathematics, MATH106 *A View of Mathematics* is the mandated equivalent unit. For English, LING291 *Writing in English* is required.

Undergraduate Programs

For undergraduates, Macquarie offers a four-year degree program leading to the award of a Bachelor's degree, together with the Diploma of Education, an integrated "3 + 1" model. Most intending primary teachers will enrol in a BADipEd program.

As primary teachers are generalists and teach all areas of the K-6 curriculum, students will complete a broad program of studies, usually with a major study in Education. The standards for the NSW Institute of Teachers specify that graduates have some background in all Key Learning Areas, but especially in English and Mathematics, as well as in teaching children with special needs, so these areas are covered in the degree programs. Students can specialise to some extent by studying additional units in Languages, ICTs, Gifted and Talented Education, Aboriginal Education and English as a Second Language.

While most students undertake a BADipEd with a major study in Education, it is also possible to enrol in the BA–Psych DipEd or BScDipEd, with the major study being determined by the degree. Students can add a DipEd to the above degrees at least one semester prior to satisfying degree requirements but academic advice should be sought. It may, however, be difficult to satisfy all Key Learning Area requirements as well as those degree requirements, in the minimum time.

Students wishing to become School Counsellors should enrol in the BA-Psych DipEd. After graduation students would need to add a postgraduate qualification in School Counselling to develop this career path.

Graduate Entry Program

The Bachelor of Education (Primary) provides a professional qualification for graduates of a recognised university seeking accreditation as primary teachers and entails the equivalent of two years of full-time study.

This graduate entry pre-service teacher education program includes an academic strand comprising units in Education and a professional strand comprising units in curriculum, methodology and supervised professional teaching experience.

Information regarding NSW Institute of Teachers Subject content requirements can be found at: <http://www.nswteachers.nsw.edu.au/Subject-content-requirements-abridged.html>

Professional Experience

All our teacher preparation programs include at least 60 days of supervised Professional Experience in several different school settings. In addition, students are encouraged to seek further experience in formal and informal teaching settings, especially in the first years of their degree study.

In the combined Bachelor/Diploma in Education program the supervised Professional Experience usually occurs in the final two years after students have built up their academic knowledge in the relevant areas. In the Bachelor of Education, the Professional Experience is a continuous component of the two years of study. While Professional Experience in both programs is spread across two years, the majority of time in schools is completed in the final year. A feature of this is that the student usually spends one or two days a week in schools as well as completing several block periods of 5 or 10 days. While in school, the student works with an experienced teacher who acts as a mentor for the student in developing classroom skills and knowledge. The benefit of this program is that students are able to build up knowledge of the school situation over time, as well as to see pupils' growth in learning, thus gaining a more comprehensive view of the curriculum in practice. There is also time for students to reflect on their experience, and to relate theory and practice together.

1.2 Transferring into the Undergraduate Program

Internal Transfers

Internal University transfers into the undergraduate primary program are possible if students satisfy the transfer rules which are outlined in the *Macquarie University Handbook of Undergraduate Studies*. Assistance from an academic adviser in the Department of Education is essential so that all requirements can be covered within the minimum possible timeframe.

Students transferring from the Institute of Early Childhood (IEC) should note that some exemptions may be possible, so please consult a Department of Education exemptions officer for advice.

External Transfers

Applications to transfer to the Macquarie University Teacher Education Program from another university must be made through the Universities Admissions Centre (UAC) in the usual way.

Accredited teachers who wish to retrain as primary teachers

Existing teachers wishing to upgrade their qualifications or change teaching areas should contact their employer to determine what additional study is required. The following advice is provided as a general guide:

Students with an undergraduate degree in Early Childhood can qualify as a primary school teacher if they satisfy the KLA content requirements specified by the NSW Institute of Teachers; complete the six KLA-based methodology units and two professional experience units. You can complete these units as a Non-Award student.

Secondary school teachers, who meet the primary teaching Key Learning Area (KLA) requirements of the NSW Institute of Teachers, are able to retrain as primary school teachers by completing the six methodology units and two professional experience units. You can complete these units as a Non-Award student.

SECTION 2

GENERAL ADVICE ON PLANNING A PROGRAM OF STUDY

Students are advised to map out their program of study as far in advance as possible while taking into consideration that their interests may change and the pattern of offerings of units may alter. In addition, the University reserves the right to withdraw a unit at any time or to limit the number of students permitted to enrol in various units. Apart from making sure their programs meet university requirements, it is important that students make well-considered choices in order to maximise their employment opportunities.

2.1 Improving Employment Opportunities

New appointees in the teaching service are often asked to work in one or more of the following situations:

- teaching groups with learning difficulties;
- teaching classes with a high proportion of students with English as a Second Language;
- assisting children with specific learning disabilities within the regular classroom;
- teaching classes with gifted and talented students;
- working with technology including computers.

Students are encouraged to consider adding units of study to their program, which develop knowledge and skills in one or more of these areas.

2.2 Specialisations

Intending primary teachers may include in their program one or more specialisations. A minor or major specialisation is available in Languages. A minor specialisation is also available in English as a Second Language (ESL).

Students wishing to undertake a specialisation are advised to contact the relevant member of staff early in their program to ensure that the relevant academic units are completed. Students completing an ESL specialisation enrol in TEP442, usually in their final year. Those completing a major specialisation in Languages enrol in TEP431 and TEP432.

Students wishing to obtain professional teaching qualifications in Special Education enrol in a postgraduate course of study in Special Education once they have gained a teaching qualification.

Languages

Intending primary teachers wishing to include a **major** specialisation in languages follow a normal primary BADipEd program with academic studies in at least three KLAs. However, rather than taking a major study in Education they undertake a major study in a relevant language through the Faculty of Arts and enrol in TEP431 and TEP432 during their final year.

Those seeking a **minor** specialisation in Languages K-6 require a minimum of four units (12cps) with two units at 200 level in a relevant language (or permission of the Lecturer responsible for TEP431) and completion of TEP431.

English as a Second Language (ESL)

ESL is only available as a **minor** specialisation of study and is open to all primary TEP students who satisfy the prerequisites.

Students follow the normal primary BADipEd program but must also complete at least 3 credit points at 200 level in relevant units in Linguistics. They must also add the unit TEP442 *English as a Second Language in Schools I* to their program.

The major emphasis of the unit is upon the language needs of the learner in the classroom. Emphasis is placed on the various language experiences required by second language learners in all subject areas. Within a K-6 perspective, 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.

2.3 Aboriginal Studies and Aboriginal Education

All intending teachers are required to develop knowledge and skills associated with the teaching and learning needs of Indigenous students. Although introductory understandings are embedded throughout the undergraduate units, students are encouraged to plan a program of study which incorporates further undergraduate in-depth study relevant to these concerns. At present, the Department of Education offers EDUC388 *Aboriginal Education: Issues and Approaches* and there are also relevant units available listed under the 'Indigenous Studies' entry in the *Macquarie University Handbook of Undergraduate Studies*.

2.4 Computer Proficiency

Graduates of the pre-service Teacher Education Program are required to be proficient in the use of information and communication technologies and understand its role in the teaching and learning process.

The Department of Education has a Teacher Education Learning Lab (TEL Lab) that provides a multi-platform resource centre with a range of software across all Key Learning Areas, K-12. Students are encouraged to use the centre to gain experience on different platforms, evaluate available software and prepare teaching resources.

By integrating the competencies into the curriculum and methodology units, information and communication technologies are seen in relation to the teaching and learning process in the classroom. Of particular interest is the way that information technology interacts with teaching strategies and learning strategies, and this can be achieved best by integration of the material into existing units. Students are required to demonstrate the competencies through designated assignments.

Education also has links to the Macquarie ICT Innovations Centre where students may be given opportunities to experience the latest technological and pedagogical advances.

In addition to units in computing offered elsewhere in the university that students in the pre-service teacher education program can access, the Department of Education offers the following two units on Information Technology: TEP244 *Technologies in Schools*, and EDUC261 *Information and Communication Technologies and Education*. While neither unit is compulsory, both units are highly recommended.

SECTION 3

PLANNING A PROGRAM OF STUDY IN PRIMARY TEACHER EDUCATION

3.1 Introduction

The Department of Education offers two pre-service programs for intending primary teachers, a four-year concurrent degree and a two-year graduate entry BEd (Primary).

The first of these programs (BA/BSc/BA-Psych DipEd) is referred to as the ‘concurrent program’ because students normally undertake their academic and professional studies together over four years of full-time study. Details of the program and suggested units are found later in this section.

The second program, the BEd (Primary), is designed for graduates who wish to add a teaching qualification to their initial degree. Details are outlined in Section 3.7.

Both programs may be studied full-time or part-time. Students may change their pattern of study (full or part-time) at any time throughout their degree. A number of academic units can be studied in an external mode and many units utilise iLecture for the lecture strand: this gives students the flexibility of accessing lectures either through the internet or via face-to-face attendance.

Timetable codes

D1	Unit offered during the day in Semester 1
D2	Unit offered during the day in Semester 2
X1	Unit offered externally in Semester 1 (ie no weekly on-campus attendance)
X2	Unit offered externally in Semester 2 (ie no weekly on-campus attendance)
D/E1	Unit offered day or evening Semester 1
D/E2	Unit offered day or evening Semester 2
D3	Unit offered during the day across both semesters
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

HONOURS DEGREES

Macquarie offers TWO Honours Programs: the traditional BA (Hons)/BA-Psych (Hons)/BSc (Hons) DipEd and a BADipEd (Hons) Program which is completed in the final year of the concurrent BADipEd Program. See Section 4 for more detailed information.

3.2 Study required to meet the NSW Institute of Teachers Graduate Teaching Standards on subject content

To satisfy the Institute's Key Learning Area content requirements, students are required to complete at least eight units of discipline-based knowledge in relevant undergraduate or postgraduate programs as outlined below:

EITHER

One full academic year of study (2 units) in four of the key learning areas

OR

Two full academic years of study (4 units, including 2 above 100 level) in one area and one full academic year of study (2 units) in two other key learning areas.

The K-6 Key Learning Areas are as follows:

- English
- Mathematics
- Science and Technology
- Human Society and its Environment
- Creative Arts
- Personal Development, Health and Physical Education

English, Mathematics, and Science and Technology are nominated as preferred areas for undergraduate study. A list of suggested units for content requirements is found in Section 3.6.

In addition to their discipline studies, students must also include a unit on literacy and one on numeracy. (**Note:** These units do not contribute towards KLA requirements).

- EDUC258 *Mathematics in Schools* is the compulsory numeracy unit.
- EDUC371 *Reading Acquisition in the Primary Classroom* is the compulsory literacy unit.
- EDUC373 *Literacy in a Multicultural Society* is also recommended for students interested in ESL.

The following checklist is helpful to ensure all *content and mandatory professional requirements* for accreditation as a primary teacher are met. Please note the following list does not include the required studies for an academic major at 300 level:

EDUC105	EDUC106	EDUC258	EDUC262	OR	EDUC264	EDUC267
EDUC371	TEP248	TEP318	TEP319		TEP320	TEP418
TEP419	TEP420	TEP403	TEP404			

IN ADDITION TO:

EITHER

ONE year's study (2 units) in FOUR of the areas listed below

1. Mathematics	_____	_____	<input type="checkbox"/>
2. Science & Technology	_____	_____	<input type="checkbox"/>
3. English	<u>EDUC260</u>	_____	<input type="checkbox"/>
4. HSIE	_____	_____	<input type="checkbox"/>
5. Creative Arts	_____	_____	<input type="checkbox"/>
6. PDHPE	_____	_____	<input type="checkbox"/>

OR

TWO years' study (4 units) in ONE area and ONE years' study in TWO other areas listed below:

1. Mathematics	_____	_____	<input type="checkbox"/> 1 yr	<input type="checkbox"/> 2 yr
2. Science & Technology	_____	_____	<input type="checkbox"/> 1 yr	<input type="checkbox"/> 2 yr
3. English	<u>EDUC260</u>	_____	<input type="checkbox"/> 1 yr	<input type="checkbox"/> 2 yr
4. HSIE	_____	_____	<input type="checkbox"/> 1 yr	<input type="checkbox"/> 2 yr
5. Creative Arts	_____	_____	<input type="checkbox"/> 1 yr	<input type="checkbox"/> 2 yr
6. PDHPE	_____	_____	<input type="checkbox"/> 1 yr	<input type="checkbox"/> 2 yr

3.3 Combined Bachelor Degree and a Diploma of Education

3.3.1 Bachelor of Arts with the Diploma of Education

This is a four-year concurrent program for intending primary teachers (or equivalent part-time program).

Degree requirements (for students commencing in 2010)

All students are required to complete a minimum of 92 credit points (cps) that satisfy the relevant Bachelor Degree with the Diploma of Education rule outlined in the *Macquarie University Handbook of Undergraduate Studies*. This includes:

- 68 credit points that satisfy requirements for the award of the Bachelor's degree. For intending primary teachers in the BADipEd, the qualifying major is usually in Education (EDUC) although a qualifying major in other disciplines is possible.
- Required EDUC and TEP units. All intending primary teachers will complete a minimum of 21 credit points in EDUC and 27 credit points in TEP units, even if their qualifying major is in another discipline area.
- Additional units to satisfy Key Learning Area (KLA) content requirements of the NSW Institute of Teachers.

Majors and minors

In undertaking their Bachelor Degree students are required to complete a 24cp major with at least 12cp (4 units) at 300 level, including the relevant capstone unit. These qualifying majors consist of a specified sequence of units (referred to as a *Program of Study*). All such majors are set out in the *Macquarie University Handbook of Undergraduate Studies*. Students can also elect to do an additional major or add a minor.

It is expected that most Primary students in the BADipEd will complete their qualifying major in Education. The compulsory EDUC units specified in this Student Guide will satisfy the requirements at 100 and 200 level. Students must then choose a further three EDUC 300 level units as well as completing the required capstone unit EDUC399 *Professional Capability: Policy, Theory, Pedagogy*.

Students completing a qualifying major in a discipline other than Education must consult the *Macquarie University Handbook of Undergraduate Studies* for the required sequence of units.

People and Planet Units

Beginning Semester 1 2010, all new students will be required to include at least ONE designated 'People' unit and ONE 'Planet' unit in their academic program. One of these units must be chosen outside the department offering your qualifying major and one must be taken outside the faculty administering your major (in the case of an Education major this means outside the Faculty of Human Sciences). The Schedule of People/Planet units is available in the *Macquarie University Handbook of Undergraduate Studies 2010*. <http://www.handbook.mq.edu.au/2010/Units/PeopleAndPlanet>

Many of the units listed under the KLA recommendations (pp. 25 -26) are also People or Planet units and so many students will meet this requirement when satisfying the content requirements of the NSW Institute of Teachers. However, students may also choose to complete People or Planet units as part of their electives.

Summary of requirements

In planning their academic program, new students need to keep the following requirements in mind:

- The maximum number of 100 level credit points that can be counted towards a combined degree/diploma is 36;
- A minimum of 42 credit points must be designated as belonging to a particular degree;
- At least 38 credit points need to be undertaken above 100 level, with 18 credit points at 300 level or above for the Bachelor degree component of the Program of Study;
- A qualifying major for the BA or BSc must be completed and all specific minimum requirements (BA/BSc/BA-Psych Dip Ed) listed in the Program of Study must be satisfied;
- Both a People and Planet unit must be included;
- A graduating student can only count a 300 level unit they have studied towards one major or one minor;
- The major will be listed on the graduate's testamur. A minor will appear on the transcript only.

Maximum workload per semester

A full-time program is approximately 12 credit points per semester. The University advises that one credit point is equivalent to a minimum of three hours work per week. Programs of study in excess of 14 credit points per semester require special approval.

Structure of the program

For the first two years of full-time study, students focus on both working towards their qualifying major and preparing themselves for teaching across a wide range of Key Learning Areas (KLAs) by undertaking some studies outside the Department of Education. It is expected that students will choose a range of introductory units that provide some content for each of the Key Learning Areas (KLAs). Students are encouraged to include studies in both Mathematics and English.

It is generally expected that intending primary teachers complete a major in Education. Additionally, students may wish to undertake some specialised study in areas such as English as a Second Language or Languages.

In the final two years of a typical full-time undergraduate program, students complete six sequential professional development units of study alongside the remainder of their academic studies. These professional units form the core units of the Primary Teacher Education Program (TEP) and are closely linked to the University's Professional Experience program. These units, *Curriculum and Teaching in the Primary School 1, 2, 3, 4, 5, and 6* (TEP318, TEP319, TEP320, TEP418, TEP419 and TEP420), develop students' pedagogical and curriculum knowledge and the key competencies related to teaching in the primary school.

TEP318 includes seven days of Professional Experience and TEP319 includes eight days of Professional Experience. TEP418, 419 and TEP420 are linked to the compulsory Professional Experience units of 22 and 23 days practicum (TEP403 & TEP404).

All students must complete at least 60 days of school-based professional experience or its equivalent.

Specific Requirements

The following list of units **MUST** be included in your program unless you have designated credit for previous study. Please note that the list does not include the required studies for an academic major at 300 level:

EDUC105	Education: The Psychological Context
EDUC106	Education: The Social and Historical Context
EDUC258	Mathematics in Schools
EDUC260	Language, Literacy & Learning
EDUC262	Education: The Learner <i>or</i> EDUC264 Education: The Policy Context
EDUC267	Introduction to Curriculum and Pedagogy
EDUC371	Reading Acquisition in the Primary Classroom
TEP248	Key Competencies in Inclusive Education
TEP318	Curriculum and Teaching in the Primary School 1
TEP319	Curriculum and Teaching in the Primary School 2
TEP320	Curriculum and Teaching in the Primary School 3
TEP418	Curriculum and Teaching in the Primary School 4
TEP419	Curriculum and Teaching in the Primary School 5
TEP420	Curriculum and Teaching in the Primary School 6
TEP403	Professional Experience in the Primary School 1
TEP404	Professional Experience in the Primary School II

Note: Students completing their qualifying major in Education must add an additional 9 credit points in 300 level EDUC units plus the capstone unit (EDUC399 *Professional Capability: Policy, Theory, Pedagogy*).

Typical Program of Study: BADipEd (Full-time)

All students should strive to maintain a reasonable balance of units across the four years of study. It is wise not to leave too many academic units for the fourth year as the Professional Experience units require at least 45 days in schools (some as blocks, some as one day a week). Since this teaching and preparation takes not only time but also energy, it is sometimes difficult to manage a full academic program as well. We recommend that students take advantage of the flexibility of the BADipEd program and spread the 300 level units of their qualifying major over the third and fourth years of the program.

The program of study outlined below is an example of a typical program that will meet all the requirements for a BADipEd with a major in Education. This program is a guide only and variations are possible.

Part-time studies: Students planning a **part-time program** should begin with EDUC105 and EDUC106 to build towards the major in Education, as well as some studies to satisfy KLA content requirements. They should plan to complete the methodology sequence of TEP318, TEP319, TEP320, TEP418, TEP419, and TEP420 across the last two years of study.

**Recommended Pattern of Study
BADipEd (Full-time) with Education Major**

Year 1 Semester 1		Year 1 Semester 2	
EDUC105	3 cp	EDUC106	3 cp
KLA elective	3 cp	KLA elective	3 cp
KLA elective	3 cp	KLA elective	3 cp
KLA elective	3 cp	KLA elective	3 cp
<i>Six elective units over the year to ensure 24 credit points and to provide KLA content.</i>			
Year 2 Semester 1		Year 2 Semester 2	
EDUC264 or Elective/KLA	3 cp and/or	EDUC262 or Elective/KLA	3 cp
EDUC260 (KLA)	3 cp	EDUC267	3 cp
EDUC258	3cp	TEP248	3 cp
Elective	3 cp	Elective	3 cp
<i>THREE elective units over the year to ensure a total of 24 credit points and to provide KLA coverage. Additional recommended units offered by the Department of Education may also be included. By the end of Year 2, both the English and Mathematics requirements should be met.</i>			
Year 3 Semester 1		Year 3 Semester 2	
TEP318	3 cp	TEP319	3 cp
EDUC371	3 cp	TEP320	3 cp
EDUC3XX	3 cp	EDUC3XX	3 cp
EDUCXXX	3 cp	EDUCXXX or Elective	3 cp
Year 4 Semester 1		Year 4 Semester 2	
TEP418	3 cp	TEP420	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	EDUC399	3 cp
Elective	3 cp		
<i>Additional elective units to ensure a total of at least 92 credit points over the four years, as well as coherency and content requirements are met. Note that three EDUC 300 level units should be completed in addition to EDUC371 and EDUC399. Ensure that both a People and Planet unit is included.</i>			

3.3.2 Bachelor of Science with the Diploma of Education

Students enrolled in the combined Bachelor of Science with Diploma of Education (BScDipEd) follow the program outlined above with one important exception. Rather than completing a major in Education they complete the BSc DipEd Program of Study with a Primary Specialisation. The relevant qualifying majors for the BSc are listed in the *Macquarie University Handbook of Undergraduate Studies*.

Within the BScDipEd, students must complete 42 credit points (ie 14 units) designated as Science units. They must also complete the eight units of KLA study to satisfy the NSWIT's requirements. Students will only be able to complete the program in the minimum time if they count two years of study in the Science and Technology KLA of their major and one year of study in Mathematics as the second KLA. English is recommended as the third KLA area.

Students who do not wish to complete this pattern of KLA choice must received specialised advice from an Education advisor.

Recommended Program of Study BScDipEd (Full-time)

Year 1 Semester 1		Year 1 Semester 2	
EDUC105	3 cp	EDUC106	3 cp
S&T KLA	3 cp	S&T KLA	3 cp
Other KLA	3 cp	Other KLA	3 cp
Maths KLA	3 cp	Maths KLA	3 cp
<i>Six elective units over the year to ensure 24 credit points and to provide the necessary KLA content.</i>			
Year 2 Semester 1		Year 2 Semester 2	
EDUC258	3 cp	EDUC262 (or EDUC264 in S1)	3 cp
EDUC260 (English KLA)	3 cp	EDUC267	3 cp
S&T KLA	3cp	TEP248	3 cp
S&T KLA	3 cp	S&T	3 cp
<i>THREE Science elective units over the year to ensure a total of 24 credit points and to provide KLA coverage. Note that both People and Planet units must be included.</i>			
Year 3 Semester 1		Year 3 Semester 2	
TEP318	3 cp	TEP319	3 cp
EDUC371	3 cp	TEP320	3 cp
S&T	3 cp	S&T 3XX	3 cp
S&T 3XX	3 cp	S&T 3XX	3 cp
Year 4 Semester 1		Year 4 Semester 2	
TEP418	3 cp	TEP420	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	S&T 3XX	3 cp
S&T 3XX	3 cp	S&T 3XX (Capstone)	3cp

3.3.3 Bachelor of Arts-Psychology with the Diploma of Education

The requirements of the BA-Psych component, together with the NSW Institute of Teachers requirements, result in a Program of Study for the Primary Specialisation of the BA-Psych DipEd that takes a minimum of 99 credit points to complete for students with no Credit for Previous Studies. The program is almost completely prescribed. Some students may elect, therefore, to take an additional semester to complete this program to give themselves more flexibility.

Listed below is a suggested pattern of study for completion in four full-time years, with one semester including a program of 15 credit points. It is strongly recommended that this semester of 15 credit points be completed in Year 2, before students are engaged in Professional Experience. Please note that the three KLA choices (one in ENGL or LING and two in another KLA) MUST include both a People and Planet unit or students will be required to complete additional credit points.

Recommended Program of Study BA-Psych DipEd (Full-time) Primary

Year 1 Semester 1		Year 1 Semester 2	
EDUC105	3 cp	EDUC106	3 cp
PSY104 (KLA 1)	3 cp	PSY105 (KLA 1)	3 cp
PSY122	3 cp	KLA 3 [Planet] OR ENGL or LING (KLA2) [People]	3 cp
ENGL or LING (KLA2) [People] OR KLA 3 [Planet]	3 cp	EDUC262	3 cp
Year 2 Semester 1		Year 2 Semester 2	
EDUC260 (KLA 2)	3 cp	EDUC267	3 cp
EDUC258	3 cp	PSY235	3 cp
PSY234 (KLA 1)	3cp	PSY236	3 cp
PSY246 (KLA 1)	3 cp	PSY248	3 cp
KLA 3	3 cp	<i>Note: KLA 3 may be undertaken in either the first or second semester of Year 2</i>	
Year 3 Semester 1		Year 3 Semester 2	
TEP318	3 cp	TEP319	3 cp
EDUC371	3 cp	TEP320	3 cp
PSY247	3 cp	TEP248	3 cp
PSY3XX	3 cp	PSY245	3 cp
Year 4 Semester 1		Year 4 Semester 2	
TEP418	3 cp	TEP420	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	PSY3XX	3 cp
PSY3XX	3 cp	PSY399	3 cp

3.4 Units in the Department of Education

The following units of study offered by the Department of Education **MUST** be completed unless an exemption is given:

EDUC105 Education: The Psychological Context 3 cp D1, X1, X2
and

EDUC106 Education: The Social and Historical Context 3 cp D2, X2

Note: Students who have transferred from IEC may be exempted from EDUC105 providing they have completed ECH216 or ECH218 and subsequently enrol in EDUC262 or may be exempted from EDUC106 if they have completed ECH126. However, only one 100 level exemption is possible.

All students **MUST** complete one of the core units in Education at 200 level – *either* EDUC262 *or* EDUC264. It is possible and even desirable to complete both.

EDUC262 Education: The Learner 3 cp D2, X2

or

EDUC264 Education: The Policy Context 3 cp D1, X1

Students **MUST** also complete:

EDUC258 Mathematics in School 3 cp D1, X1

EDUC260 Language, Literacy and Learning 3 cp D1, X1

EDUC267 Introduction to Curriculum and Pedagogy 3 cp D2, X2

EDUC371 Reading Acquisition in the Primary Classroom 3 cp D1, X1

TEP248 Key Competencies in Inclusive Education 3 cp D2, X2

Students are advised to complete EDUC105 and EDUC106 in their first year, and EDUC258, EDUC260, EDUC262/264 and EDUC267 in their second year. TEP248, the mandated unit in Special Education, is also usually completed in the second year, but may be completed later in the program. EDUC371 may be completed in the third or fourth year.

EDUC258 comprises a Monday and Wednesday lecture as well as enrolment in a tutorial. The Monday lecture focuses on the K-6 mathematics curriculum and is for intending primary teachers. Secondary students are welcome to attend the Monday lecture if they wish, but it is not a requirement of the unit. The Wednesday lecture is a common lecture, and attendance is required for all students enrolled in the unit. There are separate tutorials for intending Primary and Secondary teachers. Please refer to the unit page on Blackboard for the time and location of the Primary tutorials.

Students must also complete a series of core professional units in sequence over two years:

TEP318 Curriculum and Teaching in the Primary School 1 3 cp D1

TEP319 Curriculum and Teaching in the Primary School 2 3 cp D2

TEP320 Curriculum and Teaching in the Primary School 3 3 cp D2

TEP418 Curriculum and Teaching in the Primary School 4 3 cp D1

TEP419 Curriculum and Teaching in the Primary School 5 3 cp D1

TEP420 Curriculum and Teaching in the Primary School 6 3 cp D2

TEP403 Professional Experience I 3 cp D1

TEP404 Professional Experience II 3 cp D2

Undergraduate students normally complete their first professional curriculum units, TEP318, 319 and TEP320, in the third year of their program. Before enrolling in these units, students

will usually have completed specified units in Education (EDUC), as well as fulfilling the KLA content requirements.

TEP418, TEP419 and TEP420 are normally completed by undergraduate students in their final year of study.

3.5 Major study requirements

As part of the required 18 credit points at 300 level, students are expected to meet the requirements for their qualifying major. Most students will have a qualifying major in Education (i.e. 12cp in EDUC including EDUC399 – the ‘capstone’ unit). The 300 level EDUC units available to students all address some aspects of the Graduate Standards and make valuable contributions to any program, so the choice depends on individual interests. Units currently available include:

EDUC363 Education as Social Development	3 cp	D1, X1
EDUC365 Educational Assessment	3 cp	D2, X2
EDUC373 Literacy in a Multicultural Society	3 cp	D2, X2
EDUC383 Education in a Global Society	3 cp	D2, X2
EDUC386 Gender and Education	3 cp	D1, X1
EDUC388 Aboriginal Education – Issues and Approaches	3 cp	D2

Note: All students taking out a qualifying major in Education are required to complete EDUC399 *Professional Capability: Policy, Theory and Practice*.

3.5 Recommended Units in the Department of Education

The following units are some of the recommended options for students in the Primary Program:

EDUC108 *Science: Today and Tomorrow* (3cp) [Planet]

This unit provides students with opportunities to challenge their views about the nature of science, to engage with science in its many facets and to communicate ideas about science.

Note: This unit cannot be used to satisfy the University’s ‘Planet’ requirement if you are completing an Education major.

EDUC261 *Information and Communication Technologies and Education* (3cp) [Planet]

This unit considers ways in which Information and Communication Technology is changing education. It is particularly concerned with issues related to the use of technology in the classroom – how to successfully select and apply learning technologies to achieve intended learning outcomes, the new literacies that educational technologies create, and appropriate pedagogies for the contemporary global classroom. Practical application of these understandings is developed through a series of skills-based workshops which focus on how to use the contemporary technological approaches being discussed. **Note:** This unit cannot be used to satisfy the University’s ‘Planet’ requirement if you are completing an Education major

EDUC289 *Human Society and Its Environment* (3cp)

This unit is designed to develop students' understanding of the issues that are integral to the Human Society and Its Environment curriculum. It will cater for the needs of students requiring a content background in this Key Learning Area. There will be an emphasis on the K-6 HSIE curriculum. It incorporates aspects of Australian social, cultural and environmental heritage, civics education and global perspectives. This unit will complement existing units in the Department of Education, particularly EDUC264 Education: The Policy Context and

EDUC358 Aboriginal Education - Issues and Approaches. EDUC383 Education in a Global Society builds on many of the themes addressed in EDUC289.

TEP245 *Teaching the Gifted and Talented Student* (3cp)

This unit examines the contemporary research and writing on teaching the gifted and talented student and examines the translation of this knowledge into effective teaching and learning strategies. The workshop strand provides experience in developing strategies for teaching gifted and talented students.

TEP244 *Technologies in Schools* (3cp)

This unit aims to increase understanding of the existing and potential roles of computers in schools and provide our teachers of the future with the capacity to effectively integrate contemporary learning technologies into their lessons. Students will develop skills in using computers and multimedia for teaching purposes. Criteria for evaluating software and computer-based teaching strategies are examined.

TEP443 *Teaching Students with Special Needs I* (3cp)

This unit is designed to assist the teaching of students with special needs in regular classrooms. It deals with the practical issues in the provision of effective literacy and behaviour management strategies in primary classrooms. Students must be concurrently enrolled in a Professional Experience unit and may have the opportunity to incorporate some additional days of placement related to this unit.

For details of all Department of Education offerings please consult the *Macquarie University Handbook of Undergraduate Studies*. <http://www.handbook.mq.edu.au/2010/>

3.6 Units outside the Department of Education

Outlined below are the units Macquarie's Department of Education recommends for students seeking to satisfy the content requirements of the NSW Institute of Teachers. Other units offered by the University may satisfy the Institute's content requirements. If in doubt, consult an academic advisor.

Note: It is the student's responsibility to ensure that their programs meet both the University and NSW Institute of Teachers' subject content requirements.

NOTES

1. One year of study equates to two semester-long units
2. Two years of study equates to four units, with two above 100 level
3. We strongly advise all students to complete English as one area
4. EDUC260, EDUC289 and & EDUC108 are recognised as content units for English, HSIE and Science & Technology respectively.

ENGLISH

Areas: English with a strong core component of English literature, creative writing, language studies, linguistics (may be counted as one KLA only – also listed in HSIE), media where the focus is on the theoretical study of media or the product of a literary text.

RECOMMENDED UNITS

EDUC260, ENGL120, ENGL107 [People] other 200 level ENGL especially ENGL209, LING110, LING120, LING291 (recommended for students who don't have the equivalent of Band 4 HSC English). Note: All Primary students are required to complete EDUC260.

MATHEMATICS

Areas: Pure or applied Mathematics, although one unit of statistics can be counted if it is a stand-alone subject (ie STAT prefix). Please note that the MATH units on offer have pre-requisites linked to your level of HSC Mathematics and that MATH106 is NCCW (not to count for credit with) other MATH units.

RECOMMENDED UNITS

MATH106 (recommended for students who don't have the equivalent of Band 4 HSC General Mathematics) or MATH123 [Planet] and either STAT175 or STAT170 OR two units from the MATH major sequence 130-339).

SCIENCE and TECHNOLOGY

Areas: Biology, Biotechnology, Chemistry, Computing Studies, Geology (ie GEOS units offered by the Department of Earth and Planetary Science), Physics, Psychology (can only be counted for one KLA - also listed in HSIE) and selected ELS units.

RECOMMENDED UNITS

EDUC108, any BIOL, CBMS, PHYS prefixes (eg BIOL108 [Planet], CBMS123 [Planet], PHYS242 [Planet]), geology (GEOS112 [Planet], GEOS125), computing (COMP, ISYS, ITEC). *NOTE: ENVG (Human Geography) units are HSIE, not Science.*

HUMAN SOCIETY and its ENVIRONMENT

Areas: Aboriginal Studies, anthropology, archaeology, business studies, cultural studies, economics, environmental studies, geography (ie ENV and ENVG units offered by the Department of Environment and Geography), languages, linguistics (can be counted for one KLA only), political science, sociology.

RECOMMENDED UNITS

The following is a range but there are many other choices: ABST100 [People], ANTH150, EDUC289, ENV200 [Planet], ENVE237 [Planet], ENVG111 [People], ENVG215, ENVG262 [Planet], MHIS109, MHIS114, MHIS115 [People], MHIS302, LING219, POL101, POL201, POL307, SOC175, SOC180, Psychology (PSY units but excluding research methods units).

CREATIVE ARTS

Areas: Drama and music. Suitable units must include both performance and theory components and at present are restricted to the units below.

RECOMMENDED UNITS

CUL230, CUL330, CUL341, DANC220, ECHL311, MUS205 [People] – MUS207, MUS230, MUS304 – MUS306

PRIMARY PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION

Areas: Few areas are offered at Macquarie: see designated units

RECOMMENDED UNITS

ECH229, HLTH200

3.7 Bachelor of Education (Primary) for Graduates

The Bachelor of Education (Primary) is an ‘end-on’ qualification offered for intending Primary teachers who have completed recognised studies in at least three Key Learning Areas in their first degree.

The BEd (Primary) is a two-year full-time program but has the option of being completed part time. Indeed, many students choose to complete it over three years. The degree has a designated *Program of Study* that requires students to complete a specified series of units including the primary methodology sequence and Professional Experience units.

While the degree is based on a program of 72 credit points, as graduates students receive Credit for Previous Studies of 28 credit points, 10 above 100 level, and so usually complete only 45 additional credit points.

Content requirements in first degree

All successful candidates for entry to the Bachelor of Education (Primary) will have had their first degree assessed by UAC and the University’s academic staff against the Key Learning Area content requirements of New South Wales Institute of Teachers.

Credit point requirements

Students need to undertake a minimum of 45 credit points to complete this degree. This is in addition to the Credit for Previous Studies granted by the University.

The degree program

In their program BEd students will complete at least 42 credit points at 200 level or above and 27 credit points at 300 level or above.

Note: Students who have completed some Education units in their first degree may be exempted from the equivalent EDUC units, but must still satisfy the specified degree requirements.

EDUC Requirements

EDUC107 Introduction to Educational Studies	3 cp	D1, X1
<i>or</i>		
EDUC105 Education: The Psychological Context	3 cp	D1, X1, X2
EDUC106 Education: The Social and Historical Context	3 cp	D2, X2
<i>and</i>		
EDUC258 Mathematics in Schools	3 cp	D1, X1
EDUC260 Language, Literacy and Learning	3 cp	D1, X1
EDUC267 Introduction to Curriculum and Pedagogy	3 cp	D2, X2
EDUC371 Reading Acquisition in the Primary Classroom	3 cp	D1, X1
 <i>Either</i>		
EDUC262 Education: The Learner	3 cp	D2, X2
<i>or</i>		
EDUC264 Education: The Policy Context	3 cp	D1, X1

TEP Requirements

TEP248 Key Competencies in Inclusive Education	3 cp	D2, X2
TEP318 Curriculum and Teaching in the Primary School 1	3 cp	D1
TEP319 Curriculum and Teaching in the Primary School 2	3 cp	D2
TEP320 Curriculum and Teaching in the Primary School 3	3 cp	D2
TEP418 Curriculum and Teaching in the Primary School 4	3 cp	D1
TEP419 Curriculum and Teaching in the Primary School 5	3 cp	D1
TEP420 Curriculum and Teaching in the Primary School 6	3 cp	D2
TEP403 Professional Experience in the Primary School I	3 cp	D1
TEP404 Professional Experience in the Primary School II	3 cp	D2

Additional (elective) EDUC units offered by the Department of Education at 300 level

EDUC363 Education as Social Development	3 cp	D1, X1
EDUC365 Educational Assessment	3 cp	D2, X2
EDUC373 Literacy in a Multicultural Society	3 cp	D2, X2
EDUC383 Education in a Global Society	3 cp	D2, X2
EDUC386 Gender and Education	3 cp	D1, X1
EDUC388 Aboriginal Education – Issues and Approaches	3 cp	D2

Suggested Program of Study for a two-year BEd Primary (Full-time)

Year 1 Semester 1		Year 1 Semester 2	
EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	TEP248	3 cp
EDUC260	3 cp	TEP319	3 cp
TEP318	3 cp	TEP320	3 cp
Year 2 Semester 1		Year 2 Semester 2	
TEP418	3 cp	TEP420*	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	EDUC262	3 cp
EDUC371	3 cp		

Note: Only students completing the program part-time have the option of doing EDUC264.

*TEP420 is the capstone unit for the capstone unit for the BEd (Primary).

3.8 Professional TEP Units

Undergraduate students enrolling in these units should normally have completed EDUC105, EDUC106, EDUC262 or EDUC264, EDUC258, EDUC260 and EDUC267 as well as the majority of their KLA subjects before enrolling in 300 level TEP units.

200 level

TEP248 Key Competencies in Inclusive Education is normally completed in the second year of the full-time four year program.

TEP248 *Key Competencies in Inclusive Education* (3cp)

This introductory unit in special 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 Special Education.

300 level

Students complete the first three professional curriculum units, *Curriculum and Teaching in the Primary School 1, 2 and 3* (TEP318, TEP319 and TEP320), in the third year of their full-time concurrent program or in the first year of the BEd (Primary). Within the third-year methodology units students complete seven days in Semester 1 and eight days in Semester 2.

TEP318 *Curriculum and Teaching in the Primary School 1* (3cp)

This unit focuses on five main areas: inclusive communities, inclusive schools, inclusive classrooms, developing resilient learners and becoming an inclusive teacher. Emphasis is placed on strategies that will equip teachers working in regular classes to design and implement programs of instruction and behaviour management for a diverse range of learners. Two (2) of the contact hours are online. There are no live lectures.

TEP319 *Curriculum and Teaching in the Primary School 2* (3cp)

This is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. The lectures and workshops will focus on the syllabus structure, content and skills of the Key Learning Areas of English and Mathematics and the development of knowledge of their associated pedagogical strategies. Students will have the opportunity to apply this knowledge during their participation in a school experience program.

TEP320 *Curriculum and Teaching in the Primary School 3* (3cp)

This unit is the third in the sequence of primary curriculum units. It will introduce students to the syllabus content and skills associated with two Key Learning Areas in the primary school, Creative Arts and Personal Development, Health, and Physical Education K-6 with a particular focus on the development of pedagogical strategies. The practical application of the knowledge and skills taught in this unit will be developed through the student's professional experience in schools.

400 level

Students complete the remaining three professional curriculum units, *Curriculum and Teaching in the Primary School 4, 5 and 6* (TEP418, TEP419 & TEP420), in the final year of their program. In 2010, the linked Professional Experience units - TEP403 and TEP404 – incorporate 22 and 23 days of Professional Experience in schools respectively.

TEP418 *Curriculum and Teaching in the Primary School 4* (3cp)

This fourth unit in the primary curriculum series emphasises differentiation and assessment through interaction with units of work focusing on the Key Learning Areas of Mathematics Science and Technology and Personal Development, Health and Physical Education. It builds on the previous units in the sequence and provides students with the opportunity to implement and evaluate these teaching and learning experiences in TEP403 Professional Experience in Primary School 1.

TEP419 *Curriculum and Teaching in the Primary School 5* (3cp)

This unit builds upon the knowledge and experience gained in TEP318, TEP319 and TEP320 Curriculum and Teaching in the Primary School (1, 2 and 3). It focuses on the integration of the Key Learning Areas of English, Human Society and its Environment, and Creative Arts in terms of programming, assessment and reporting on the development of student knowledge and skills through their professional experience in schools. Effective communication and discussion in classroom pedagogies will also be explored and evaluated.

TEP420 *Curriculum and Teaching in the Primary School 6* (3cp)

This sixth and final unit in the primary curriculum series focuses on strategies that combine the six Key Learning Areas to build meaningful connections within and across subject boundaries. Programming for this teaching approach includes consideration of learning outcomes, coherent teaching sequences and assessment strategies. This dynamic learning situation will be reinforced as students continue their professional experience in schools.

TEP403 *Professional Experience in the Primary School I* (3cp)

Students are required to work in a school for at least 20 days under the guidance of a Master Teacher implementing strategies and techniques being studied concurrently in the 400 level professional units in which they are enrolled.

TEP404 *Professional Experience in the Primary School II* (3cp)

Students are required to work in a school for at least 20 days under the guidance of a Master Teacher implementing strategies and techniques being studied concurrently in the 400 level professional units in which they are enrolled.

Additional Requirements

- Students in the primary program are required to undertake at least two coaching certificates in the Aussie Sports and related Programs as part of their studies in the PD/Health/PE Key Learning Area. It is recommended that they undertake one certificate in their third year and a second in their fourth year. Each certificate requires attendance at a half or full day course. Courses are usually offered on-campus.
- All students will complete the NSW Department of Education and Training's Child Protection Training Certificate as a compulsory component of the Primary Program before beginning Professional Experience.

Recommendations

Students are strongly recommended to gain a First Aid Certificate and Resuscitation Accreditation. An Australian Swim Certificate (minimum) is also a recommended option. Further information related to these components will be given in workshop sessions.

3.9 Professional Experience

All students must complete at least 60 days of supervised Professional Experience in schools throughout their program but are encouraged to complete additional Professional Experience in other learning settings especially throughout the first two years of the four year program.

Before students commence any Professional Experience they will be required to:

- sign a *Prohibited Employment Declaration*. The Child Protection (Prohibited Employment) Act (1998) makes it an offence for a person convicted of a serious sex offence (a prohibited person) to apply for, undertake or remain in child-related employment.
- complete a Child Protection Training Course, which is incorporated in a workshop session in the compulsory unit TEP318.

The Professional Experience program is based on a developmental model with 15 days in third year and 45 days in the final year. Students are allocated to schools and work under the guidance of an experienced classroom teacher. Students attend the allocated school one or two days per week while university classes are being held, and for blocks of time during university recesses.

Students normally choose three schools – one in their third year and two in their fourth year – and are given the opportunity to organise a diverse Professional Experience Program utilising a specially designed on-line facility. Detailed information will be provided in on-campus lectures in TEP318 about to the procedure for organising school placements.

All students have ready access to lecturers through normal weekly workshops. Students are strongly urged to seek support from both their Master Teacher and the primary staff. They are also advised to reflect carefully upon observations, unit reference lists, materials in the Curriculum Resources Centre and draw upon the experiences of their TEP colleagues. Where students have concerns about the level of support provided by their Master Teacher they must discuss the issue with their supervising lecturer as soon as possible.

Students cannot make a unilateral decision to cease attending the school in which they are placed. Such a move will result in failure of the Professional Experience unit. Students may ask to be moved to another school, but the final decision is made by the Director of the Teacher Education Program or his nominee. Students must not assume that their requests will be granted.

Academic staff work closely with the mentor Master Teachers in monitoring student progress. Where progress is delayed for any reason the Master Teacher informs the university of his/her concerns. Depending on the circumstances the student may be deemed to be 'at risk'. If this occurs the student will be notified in writing.

'At risk' students may be provided with a remedial program. Such a program might include:

- additional supervisory visits by academic staff;
- more detailed oral and written feedback from Master Teachers and academic staff;
- the identification of specific areas needing improvement;

- additional days of Professional Experience; and
- referral to university-based support services.

If reasonable progress has not been observed, the Department of Education reserves the right to place the student at a different school. This is not an automatic right. However, in cases where inadequate progress is reported in two placements, the student will be deemed to have failed the Professional Experience unit.

The determination of successful completion of a Professional Experience unit is the responsibility of the Department of Education staff (academic supervisor) in consultation with the relevant Master Teacher.

SECTION 4

HONOURS DEGREES

The University offers TWO types of Honours Programs:

- a BADipEd (Hons) Program which is completed in the final year of the concurrent BADipEd Program *and*
- the traditional BA (Hons)/BA-Psych (Hons)/BSc (Hons) DipEd.

4.1 BADipEd with Honours

- This Honours Program is open to students who have completed a major in Education. Students will complete additional units of study and will carry out their research in their final year of study. Due to recent credit point changes within the BADipEd program the completion of Honours may not be possible within four full-time years or equivalent. Students are strongly advised to seek advice as early as possible if planning to include Honours in their study plan. This program allows students to carry out research on aspects of teaching and learning. Due to anticipated changes to the BADipEd program for intending Primary teachers, it is expected that this award of Honours is only available to Primary students who will complete their degree, including Honours, prior to 2013. It will remain available to Secondary students who choose to complete an Education major. It is expected that information about Honours pathways for Primary Honours after 2012 will be available during 2010.

To gain entry into the current Honours Program students enrolled in the BADipEd Program must have:

- completed a major in Education;
- obtained an overall GPA of at least 2.5 and a coherent study in EDUC units at 2.7 GPA or better; and
- completed an appropriate 300- or 400 level methods unit (EDUC406 or equivalent).

Students are strongly advised to complete STAT170.

To be awarded the BADipEd with Honours students must complete:

- At least 50 credit points in the Department of Education (including TEP units)
- At least 38 credit points with the EDUC prefix
- At least 12 credit points in EDUC units at 300 level
- Two honours units (EDUC404 and EDUC405), each worth 6 credit points

The criteria for the award of honours (revised October, 1998) are as follows:

- **Honours Class I:** Grade point average of 4.0 (all Distinctions) in units worth at least 36 credit points offered by the Department of Education, including a Distinction in both EDUC404 and EDUC405.
- **For Honours Class II Division 1:** Grade point average of at least 3.5 (half Distinctions, half Credits) in units worth at least 24 credit points offered by the Department of Education, including a Credit or above in EDUC404 and a Distinction in EDUC405.

- **Honours Class II Division 2:** Grade point average of at least 3.5 (half Distinctions, half Credits) in units worth at least 24 credit points offered by the Department of Education, including a Credit or above in EDUC404 and a Credit in EDUC405.

4.2 BA(Hons)/BA-Psych(Hons)/BSc(Hons) DipEd

It is also possible to complete Honours in another discipline of your choice in the BA, BA-Psych or BSc stream of your degree. These are five-year programs in which the Honours component is one full-time year. Within the BA it is possible to complete honours in Education, and this pathway is strongly recommended for any students intending to subsequently enrol in a research higher degree. Students may either complete Honours in year four, if they have satisfied all other BA requirements or in year five after completing the 400 level professional units in the fourth year.

Students planning such an honours program should consult an academic adviser, the Head of Department or Honours convener in the discipline in which the honours year is proposed and the Director of the TEP.

For all students thinking about Honours:

You will need to plan your program carefully. The following are some suggestions:

- Complete 12 credit points in EDUC units at 300 level in your third year;
- Include the research methods unit EDUC406 in your program;
- Complete as much of your BADipEd program as possible in your third year; and
- Seek academic advice.

There will be a meeting of prospective honours students in November of each year to outline requirements, inform them of staff research interests and begin to discuss supervision.

Students meet for the first time in February of each year for a general introduction to the program requirements, finalisation of supervisors and topics.

Students considering the Honours Program should contact the Honours Convenor, Dr Anne McMaugh, telephone (02) 9850 8663, early in their BADipEd program.