

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

MACQUARIE UNIVERSITY
SCHOOL OF EDUCATION
TEACHER EDUCATION PROGRAM

GRADUATE ENTRY STUDENT GUIDE
2014

BEd(Primary)

Students commencing in 2014 are advised to retain the 2014 Student Guide
and to refer to it in each subsequent year of study

Prepared by the Teacher Education Program, School of Education
Faculty of Human Sciences

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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 intellectual endeavours of the past are communicated 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 and most innovative. The graduate entry Bachelor of Education (Primary) is distinguished by the emphasis it attaches to the concept of the scholar-teacher. As scholar-teachers, you build on your discipline-based studies with the study of Education. The latter includes a suite of professional units in which you learn to be an educator 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 and features both single-day visits and more sustained blocks of teaching up to four weeks in length. Over the two years of the program you will complete 60 days of school-based professional learning. 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.

Macquarie's approach to Teacher Education is grounded in principles of constructivist-based learning. During the Professional Experience Program you have the opportunity to build a close professional relationship with your Supervising Teacher who acts as your mentor. You also have the opportunity to 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

HOW TO USE THIS GUIDE

The information contained in this guide is for students entering the Bachelor of Education (Primary) in 2014:

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

- be fully aware of the relevant Bachelor Degree Rules and about programs of study and units
- plan your program of study to fulfil degree requirements while meeting your own academic and professional interests and needs.

Students enrolled in the Bachelor of Education (Primary) must choose a pattern of study that fulfils the requirements of:

- the Bachelor of Education (Primary) degree
- the NSW Institute of Teachers.

This *Guide* is designed to give the information that will allow students to plan their program of study.

In the following sections, the term *required* is used to indicate those units which students **must complete** to satisfy the Bachelor degree and Bachelor of Education requirements. There are also units that students must take in order to satisfy prerequisites or corequisites for required units. This information can also be found in the *University Handbook*.

It is important for all students to refer to information in both the *University Handbook* and the *Graduate Entry BEd(Primary) Student Guide* when planning their studies.

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

The University requires that students obtain academic advice in their first year of University study. This normally occurs during enrolment. After this time it is the student's responsibility to ensure they are satisfying both the University's requirements for the enrolled degree and the NSW Institute of Teachers requirements for accreditation.

ACADEMIC ADVICE

While care is always taken in the provision of academic advice it is ultimately the student's responsibility to see that their program satisfies both the Bachelor Degree Rules and the requirements of the NSW Institute of Teachers.

Students are expected to have consulted the *TEP Student Guide* and the *University Handbook* before seeking advice. Any academic listed in the Education staff directory can give advice of a general nature. Questions about specific Primary units or the professional experience should be directed to the staff responsible for those units.

Primary-specific methodology and professional experience academic advice:

Dr John De Nobile
Dr Neil Harrison
Assoc Prof Joanne Mulligan
Mrs Sandy Rawling
Dr Leisa Standish

SPECIAL APPROVALS

There are two types of special approvals that students sometimes seek:

- Approvals in excess of 14 credit points
- Exemptions.

Approvals in excess of 14 credit points

Students who wish to undertake an academic program in excess of 14 credit points in Session 1 or 2 must complete the form APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS IN A SESSION available at <http://www.reg.mq.edu.au/academic-index.html> (Academic Information and Forms). Once complete seek advice and approval from one of the academic staff members listed below. Please note that approval is not automatic and depends on your academic progress and reasons for the excess load.

Exemptions

Exemptions are granted when students have been given credit for previous study (CPS) and have studied one or more units similar to planned units in their program. Students must seek specific exemptions for the nominated units from the department that offers them. Information about applying for credit for previous study and exemptions may be found at: <http://www.reg.mq.edu.au/Undergrad/admissions/newstudents/cps.htm>.

Approvals and Exemptions Officers

Only the academic staff members listed below are able assist you with special approval requests:

Dr Michael Cavanagh	Prof Lori Lockyer
Assoc Prof Pamela Coutts	Dr Norman McCulla
Dr John De Nobile	Assoc Prof Joanne Mulligan
Dr Neil Harrison	Dr Kerry-Ann O'Sullivan
Prof John Hedberg	Dr David Saltmarsh
Dr Grant Kleeman	Dr Penny Van Bergen
Dr Rod Lane	

SECTION 1

The Bachelor of Education (Primary) for Graduates

The Bachelor of Education (Primary) is available to graduates of a recognised university holding a Bachelor degree and who satisfy the NSW Institute of Teacher's KLA content requirements.

This program can be completed in two years of full-time study. A part-time pattern allows completion in four years, but this can be varied. This qualification cannot be completed fully by distance.

Places in the BEd(Primary) program are limited; consequently entry is both selective and competitive. Not all applicants, even those who may meet entry requirements, will be successful. The quality of your first degree, requirements for relevant areas of academic study and the content of a personal statement are included in the full assessment of your application.

1.1 Academic Prerequisites for Admission

All applicants to the BEd(Primary) must hold a recognised Bachelor degree containing studies that satisfy the NSW Institute of Teachers (NSWIT) Key Learning Area (KLA) subject content requirements. The minimum requirement is one year of study (eight semester-long units of study) relevant to one or more KLAs. Appropriate postgraduate studies may also be considered.

1.1.1 Relevant Areas of academic study in Key Learning Areas

Extracted from NSWIT Subject Content Requirements-abridged – January 2012

Full information about KLA Subject Content Requirements may be found on the NSWIT website:

<http://www.nswteachers.nsw.edu.au>

This information was accurate at the time of publication

Key Learning Area	Related areas of academic study may include
English	English with a strong core component of study of English literature, communications, creative writing, language studies (English), linguistics, literature studies, media studies (ie the theoretical study of media or where the product is a literary text).
Mathematics	pure or applied mathematics, one unit only of statistics may be counted provided it was studied as a stand-alone unit, other studies of mathematics that are relevant to the central concepts, modes of enquiry and structure of the content/ discipline(s)
Science and technology	agriculture, architecture (2 units only, may be counted), biology, bio-technology, chemistry, computing studies, design - interior, industrial, graphic, fashion, product, landscape (2 units only, may be counted), engineering (chemical, mechanical, civil, electrical, environmental), food technology, geology, materials science, media production, medicine, nursing, physics
Human society and its environment	Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, business studies, cultural studies, economic history, economics, environmental/land use studies, futures studies, geography, government & citizenship, history, industrial relations, languages, including, Aboriginal languages, linguistics, legal studies, psychology, political science, sociology, studies of religion
Creative and practical arts	dance including practical experience in choreography and performance in several dance styles and dance history/theory, drama including experiential involvement in making and performing drama, music including performing (singing, playing and moving),, listening and organising sound (composing) within a wide range of repertoire, visual arts including art making and art history/theory
Personal development, health, and physical education	physical education studies, family studies, health studies, health promotion, human movement studies, nutrition education, sports science

SECTION 2

Planning a Program of Study

2.1 Introduction

The Bachelor of Education (Primary) may be studied full-time or part-time.

- A student is classified as a full-time undergraduate student if they are enrolled for the year in 17 or more credit points for the full year or 9 credit points for a session.
- A student is regarded as a part-time undergraduate student if they are enrolled in fewer than 17 credit points in a year or less than 9 credit points in a session.

Students may change between full-time or part-time enrolment at any time throughout their degree. You do not need to notify the University about this.

Students are advised to map out their program of study as far in advance as possible while remembering that both their interests may change and the offerings of units may alter on a yearly basis.

Maximum workload per session

The University advises that one credit point is equivalent to a minimum of three hours work per week. Therefore, a 3 credit point unit would require a minimum study time commitment of 9 hours per week.

Students who wish to complete their program in the minimum time need to complete at least 12 credit points per session, if following a standard Session 1/Session 2 pattern of study. Programs of study in excess of 14 credit points in Sessions 1 and 2 require special approval (see page 6). Enrolment in Session 3 is limited to two units (6 credit points).

2.2 What you will study

The Bachelor of Education (Primary) requires completion of a minimum of 72 credit points.

All general requirements to satisfy the relevant Bachelor of Education rule, as outlined in the schedule of programs of study, must be met and include:

- | | |
|---|-----------------------|
| ▪ Minimum number of credit points for the degree | 72 |
| ▪ Minimum number of credit points at 200 level or above | 42 |
| ▪ Completion of a PACE unit | EDTE403/EDTE404 |
| ▪ Completion of other specific minimum requirements | As outlined on page 9 |

You will undertake required education studies and professional units, which include curriculum and methodology and professional experience placement in schools.

Credit for Previous Studies

Students accepted into the BEd(Primary) automatically receive 30 credit points of general credit. As the elective component of the BEd(Primary) is 24 credit points, the University will only apply 24 credit points towards the degree. With this credit applied, students will need to complete 48 credit points of specific minimum requirements, outlined on page 9. Full information on Credit for Previous Studies may be found at <http://studentadmin.mq.edu.au/undergrad/credit.html>.

This general credit can be converted into specific Exemptions and listed on your transcript as designated credit, provided you have successfully completed the same or similar unit(s) at Macquarie or another recognised institution. Full information on Exemptions may be found at <http://studentadmin.mq.edu.au/undergrad/exemptions.html>.

SPECIFIC MINIMUM REQUIREMENTS

Bachelor of Education (Primary)

Extracted from the *University Handbook*
Accurate at the time of printing. The on-line *University Handbook* is the final authority.

UNIT	NAME	CP	OFFERED
100 LEVEL			
EDUC107 ¹	Introduction to Educational Studies	3	S1 Day S1 External
200 LEVEL			
EDTE251	Curriculum and Teaching in Primary School 1	3	S1 Day
EDTE252	Curriculum and Teaching in Primary School 2	3	S2 Day
EDUC258	Mathematics in Schools	3	S1 Day S3 External
EDUC260	Language, Literacy and Learning	3	S1 Day S1 External
EDUC267	Classroom Management and Assessment	3	S2 Day, S2 External
EDUC262 or EDUC264 ²	Education: The Learner or Education: The Policy Context	3	S2 Day, S2 External S1 Day, S1 External
TEP248	Key Competencies in Inclusive Education	3	S2 Day, S2 External, S3 External
300 LEVEL			
EDTE301	Professional Experience in the Primary School 1	3	S1 Day S2 Day
EDTE353	Curriculum and Teaching in Primary School 3	3	S1 Day
EDTE354	Curriculum and Teaching in Primary School 4	3	S2 Day
EDUC371	Reading Acquisition in the Primary Classroom	3	S2 Day S2 External
400 LEVEL			
EDTE403	Professional Experience in the Primary School 2	3	S1 Day S2 Day FY1 Day
EDTE404	Professional Experience in the Primary School 3	3	S1 Day S2 Day FY1 Day
EDTE455	Curriculum and Teaching in Primary School 5	3	S1 Day
EDTE456	Curriculum and Teaching in Primary School 6	3	S2 Day
Balance of credit points required		24*	
Total credit points required to satisfy this degree		72	
¹ Alternatively, students may choose to complete EDUC105 and EDUC106 ² Only students undertaking a part-time pattern will be able to include EDUC264 in their program.			

* Credit for previous study – see page 8.

2.3 Suggested Patterns of Study

The BEd(Primary) is a structured program with specific requirements, as outlined in Section 2.2. The charts below outline suggested programs of study showing you how the University requirements of the BEd(Primary) can be completed in two years full-time or four years part-time. This information must be read in conjunction with the *Macquarie University Handbook* and the requirements of the New South Wales Institute of Teachers.

Please keep in mind that these suggested patterns have been prepared based on the 2014 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued and/or replaced. This information was accurate at publication. The on-line *University Handbook* is the final authority on all current degree requirements.

2.3.1 Suggested pattern of study full time

Year 1 Session 1		Year 1 Session 2	
EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	TEP248	3 cp
EDUC260	3 cp	EDTE252	3 cp
EDTE251	3 cp	EDTE301	3 cp
Year 2 Session 1		Year 2 Session 2	
EDTE353	3 cp	EDTE354	3 cp
EDTE455	3 cp	EDTE456	3 cp
EDTE403	3 cp	EDTE404	3 cp
EDUC371	3 cp	EDUC262	3 cp

2.3.2 Suggested pattern of study part-time

Year 1 Session 1		Year 1 Session 2	
EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	EDUC262	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC260	3 cp	TEP248	3 cp
EDUC371	3 cp		
Year 3 Session 1		Year 3 Session 2	
EDTE251	3 cp	EDTE252	3 cp
EDTE353	3 cp	EDTE354	3 cp
		EDTE301	3 cp
Year 4 Session 1		Year 4 Session 2	
EDTE455	3 cp	EDTE456	3 cp
EDTE403	3 cp	EDTE404	3 cp

SECTION 3

The Professional Units

3.1 Professional Curriculum (Inclusive Education) Unit – 200 Level

3.1.1 TEP248 Key Competencies in Inclusive Education

This unit in Inclusive Education focuses on three main areas: normalisation and integration; effective teaching procedures; and models of best practice.

Competencies in classroom behaviour management and data-based instruction are addressed. Emphasis is placed on strategies which will equip teachers working in regular classes to design and implement programs of instruction for a diverse range of children with special needs. TEP248 provides a firm foundation for students interested in pursuing further studies in Inclusive Education.

3.2 Professional Curriculum (Methodology) Units

3.2.1 EDTE251 and EDTE252 – Curriculum and Teaching in Primary School 1 & 2

EDTE251 is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. This unit focuses on the syllabus structure, content and skills and pedagogical strategies for the key learning areas of English and Mathematics.

EDTE252 and provides further development in the pedagogical aspects of teaching and learning in the primary school. This unit focuses on the syllabus scope and structure, content and skills of the key learning areas of Science and Technology, and Human Society and Its Environment.

3.2.2 EDTE353 and EDTE354 – Curriculum and Teaching in Primary School 3 & 4

EDTE353 is the third in the sequence of primary curriculum units. It introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school, Creative Arts, and Personal Development, Health and Physical Education (PDHPE).

The fourth unit in the sequence of primary curriculum units is EDTE354. This unit focuses on the syllabus structure, content and skills of the key learning areas of English and Mathematics.

3.2.3 EDTE455 and EDTE456 – Curriculum and Teaching in Primary School 5 & 6

The fifth unit in the primary curriculum series, EDTE455 emphasises reflective practice and quality teaching through interaction with units of work focusing on the key learning areas of Human Society and Its Environment and Science and Technology.

EDTE456, the 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.

SECTION 4

The Professional Experience Units

4.1 Introduction

In the full-time BEd(Primary) program, professional experience begins in the first year of study. While in schools, the Preservice Teacher works with, and is supervised by, an experienced Supervising Teacher who acts as a mentor. All Preservice Teachers must complete a minimum 60 days of supervised Professional Experience in schools.

Pattern of Professional Experience Two year full-time program

Year of Study	Units	Number of Days	Session
Year 1	EDTE301	20	S2
Year 2	EDTE403 and EDTE404	40	S1 & S2

Pattern of Professional Experience Four year part-time program

Year of Study	Units	Number of Days	Session
Year 3	EDTE301	20	S2
Year 4	EDTE403 and EDTE404	40	S1 & S2

Macquarie's developmental model of professional experience requires Preservice Teachers to attend schools in both single day and specified 'block' periods. This model enables Preservice Teachers to observe pupils' growth in learning, gain a more comprehensive view of the curriculum in practice and to participate in the life of the school. It also allows sufficient time for students to reflect on what they see and do, and to relate practice to theory, and theory to practice.

Note: Block periods of professional experience are usually scheduled during University breaks but some block periods may overlap University teaching weeks. These patterns differ from year to year, based on NSW school holidays. Students must ensure they are available for professional experience during these block periods.

In Session 1 of their final year, students should arrange their program to include one full day each week free from other formal commitments at the University. In addition, before committing themselves to other activities in the mid-year break, students must take into account the required timing of the block teaching dates.

Professional experience requirements are fully outlined in the *Teacher Education Program Professional Experience Guidelines (Primary)* booklet.

4.2 EDTE301 Professional Experience in the Primary School 1

This required unit is undertaken by all intending Primary teachers in conjunction with enrolment in either EDTE353 or EDTE354. Preservice Teachers work in a school, under the guidance of a Supervising Teacher for at least 20 days. The placement includes single days and required block periods.

EDTE301

- The prerequisite for enrolment is: Admission to the BEd(Prim)
- The corequisite for enrolment is: Enrolment in EDTE353 or EDTE354 or Admission to the BEd(Prim)

4.3 EDTE403 and EDTE404 Professional Experience in the Primary School 2 & 3

These required units are undertaken by all intending Primary teachers in conjunction with their Primary methodology units. Twenty days are usually completed as a block in each session, but may also include some single days.

EDTE403	
▪ The prerequisite for enrolment is:	EDTE353 <i>and</i> EDTE354 or Enrolment in the BEd(Primary)
	and
▪ The corequisite for enrolment is:	EDTE455

EDTE404	
▪ The prerequisite for enrolment is :	EDTE403 (S)
	and
▪ The corequisite for enrolment is:	EDTE456

APPENDIX

A1 EDUC and TEP units and their availability

Code	Name	CP	When Offered
EDTE251	Curriculum and Teaching in Primary School 1	3	S1 Day
EDTE252	Curriculum and Teaching in Primary School 2	3	S2 Day
EDTE301	Professional Experience in the Primary School 1	3	S1 Day S2 Day
EDTE353	Curriculum and Teaching in Primary School 3	3	S1 Day
EDTE354	Curriculum and Teaching in Primary School 4	3	S2 Day
EDTE403	Professional Experience in the Primary School 2	3	S1 Day S2 Day FY1 Day
EDTE404	Professional Experience in the Primary School 3	3	S1 Day S2 Day FY1 Day
EDTE405	Professional Experience for Specific Purposes	3	S1 Day, S2 Day FY1 Day
EDTE455	Curriculum and Teaching in Primary School 5	3	S1 Day
EDTE456	Curriculum and Teaching in Primary School 6	3	S2 Day
EDUC105	Education: The Psychological Context	3	S1 Day S1 External S2 External
EDUC106	Education: The Social and Historical Context	3	S2 Day S2 External
EDUC108	Science: Today and Tomorrow	3	S1 Day S3 External
EDUC221	Theory and Practice of Peer Assisted Learning	3	S1 Day
EDUC258	Mathematics in Schools <i>PLEASE NOTE: Intending Primary teachers must complete EDUC258. S1 Day is available to intending Primary and Secondary teachers. S3 External is available only to intending Primary teachers.</i>	3	S1 Day S3 External for Primary only
EDUC260	Language, Literacy and Learning	3	S1 Day S1 External
EDUC261	Information and Communication Technologies and Education	3	S1 Day S3 Day
EDUC262	Education: The Learner	3	S2 Day S2 External
EDUC264	Education: The Policy Context	3	S1 Day S1 External
EDUC267	Classroom Management and Assessment	3	S2 Day S2 External
EDUC270	Teaching the Gifted and Talented Student	3	S2 Day
EDUC289	Human Society and Its Environment	3	S1 Day S1 External
EDUC362	Digital Creativity and Learning	3	S1 Day

Code	Name	CP	When Offered
EDUC363	Education as Social Development	3	S1 Day S1 External S3 External
EDUC365	Educational Assessment	3	S2 Day S2 External
EDUC371	Reading Acquisition in the Primary Classroom	3	S2 Day S2 External
EDUC373	Literacy in a Multicultural Society	3	S2 Day S2 External
EDUC383	Education in a Global Society	3	S2 Day S2 External
EDUC386	Gender and Education	3	S1 External
EDUC388	Aboriginal Education Issues and Approaches	3	S2 Day
EDUC392	Research Inquiry in the Classroom	3	S2 Day
EDUC399	Professional Capability: Policy, Theory, Pedagogy	3	S2 Day S2 External
TEP248	Key Competencies in Inclusive Education	3	S2 Day S2 External S3 External
TEP431	Languages in the Secondary School I	3	S1 Day
TEP432	Languages in the Secondary School II	3	S2 Day
TEP442	English as a Second Language in Schools I	3	S2 Day

A2 Glossary

S1 Day	Session 1, North Ryde, Day
S1 Evening	Session 1, North Ryde, Evening
S1 External	Session 1, North Ryde, External
S2 Day	Session 2, North Ryde, Day
S2 Evening	Session 2, North Ryde, Evening
S2 External	Session 2 North Ryde, External
S3 Day	Session 3, December 2014 – February 2015, North Ryde, Day
S3 External	Session 3, December 2014 – February 2015, North Ryde, External
WV Day	Winter vacation session, North Ryde, Day
WV External	Winter vacation session, External
EDTE	Units with this prefix are professional development units related to study in the Teacher Education Program.
EDUC	Units with this prefix are academic units of study related to the theoretical study in Education
TEP	Units with this prefix are professional development units related to study in the Teacher Education Program.
Prerequisite	Unit of study which must be completed or a requirement which must be satisfied before you enrol in a particular unit
Corequisite	Unit of study which has to be completed prior to or concurrently with another

2014 Primary Calendar

January				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

March				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

April				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

June				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

July				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29


September				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

October				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

November				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

December				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

 University in Session 1  NSW School Holidays

 Public Holidays 1  Block Periods

 Exam Period