

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

MACQUARIE UNIVERSITY
SCHOOL OF EDUCATION
TEACHER EDUCATION PROGRAM
GRADUATE ENTRY STUDENT GUIDE
2014
BEd(Secondary)

Students commencing in 2014 are advised to retain this 2014 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 (Secondary) 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. You will complete at least 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 (Secondary) 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 (Secondary) must choose a pattern of study that fulfils the requirements of:

- the Bachelor of Education (Secondary) degree
- 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 *required* is used to indicate those units which students **must complete** to satisfy the 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*. The term *recommended* is used to identify those units which we feel provide students with a basis of knowledge and skills on which to develop as a teacher or which will enhance their prospects of employment.

It is important for all students to refer to information in both the *University Handbook* and the *Graduate Entry BEd(Secondary) 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 secondary units or the professional experience should be directed to the staff responsible for those units.

Subject-specific methodology and professional experience academic advice

Economics, Business Studies	Dr Rod Lane
English	Dr Grant Kleeman
Geography	Dr Grant Kleeman
History, Society & Culture, Legal Studies	Ms Judy Adnum
Languages/ESL	Dr Robyn Moloney
Mathematics	Dr Michael Cavanagh
Science	Dr Katherine Stewart

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 (Secondary) for Graduates

The Bachelor of Education (Secondary) is available to graduates of a recognised university holding a Bachelor degree which contains an appropriate academic major relevant to the secondary school methodologies offered by the School of Education.

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.

The School of Education at Macquarie offers secondary methodology units in the following subject areas:

First Teaching Subjects	Second Teaching Subjects	Specialisation Only
<ul style="list-style-type: none">▪ Business Studies▪ Economics▪ English▪ Geography▪ History (Ancient)▪ History (Modern)▪ Languages▪ Mathematics▪ Science	<ul style="list-style-type: none">▪ Business Studies▪ Economics▪ English▪ Geography▪ History (Ancient)▪ History (Modern)▪ Languages▪ Legal Studies▪ Society and Culture	<ul style="list-style-type: none">▪ English as a Second Language

1.1 Academic Prerequisites for Admission

All applicants to the BEd(Secondary) must hold a recognised Bachelor degree that provides relevant discipline knowledge in a secondary school teaching area. Appropriate postgraduate studies may also be considered. The minimum prerequisites for admission in the subject/s you intend to teach are as follows:

- **First teaching subject**
A major study in one secondary teaching area comprised of at least three years (6 semester-long units of study) with at least 4 of these units at level (year) 2 or above.
- **Second teaching subject**
A minor study in a secondary teaching area comprise of at least two years (4 units) of studies with at least 2 units at level (year) 2 or above in your undergraduate degree.

The New South Wales Institute of Teachers subject content requirements for teaching provide a basis for assessing eligibility. In some areas, the University's requirements may be more stringent. Full details regarding relevant areas of academic study for the teaching subjects offered at Macquarie are outlined in Section 1.1.1.

Places in the BEd(Secondary) 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.

In some cases, applicants who do not have the required number of undergraduate content units may be made a conditional offer which will require them to complete specific additional units concurrently.

1.1.1 Relevant areas of academic study for teaching subjects (methodologies) offered at Macquarie University

Extracted from NSWIT Subject Content Requirements-abridged – January 2012

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

This information was accurate at the time of publication

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
English	Major in English with at least 3 units of a strong core of textual studies including literature Other units may include studies in: <ul style="list-style-type: none"> ▪ communications , creative writing, linguistics, media studies 	At least two years (four units) of degree level study in English with at least two units at level 2 or above including at least two units of a strong core of textual studies including literature. Other units may include studies in communications, creative writing, linguistics, media studies.
Mathematics	Major in pure or applied mathematics (must include algebra and calculus). One unit only of statistics may be counted provided it is studied as a stand-alone unit.	<i>NOTE: Second teaching subject option not offered at Macquarie.</i>
Biology	Major in science of four units in biology and two units in one of <ul style="list-style-type: none"> ▪ chemistry or ▪ physics 	At least two years (four units) of degree level study in science with at least two units at level 2 or above including two units in biology and two units in chemistry or physics. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>
Chemistry	Major in science of four units in chemistry and two units in one of <ul style="list-style-type: none"> ▪ physics or ▪ biology or ▪ earth and environmental science 	At least two years (four units) of degree level study in science with at least two units at level 2 or above, including two units in chemistry and two units in one of physics or biology or earth and environmental science. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>
Earth and Environmental Science	Major in science of one unit in biology and one unit in geology or environmental science and two units in chemistry or physics and two other science units	At least two years (four units) of degree level study in science with at least two units at level 2 or above including one unit in biology and one unit in geology or environmental science and two units in chemistry or physics. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
Physics	Major in science of four units in physics and two units in one of <ul style="list-style-type: none"> ▪ biology ▪ chemistry ▪ earth and environmental science. 	At least two years (four units) of degree level study in science with at least two units at level 2 or above, including two units in physics and two units in one of biology or chemistry or earth and environmental science. <i>NOTE: Second subject option only available to those undertaking a first teaching subject in a science.</i>
Business Studies	Major in business related studies including at least one unit of finance or accounting and one unit of business management and remaining units drawn from: <ul style="list-style-type: none"> ▪ business law (Australian/English) ▪ economics ▪ human resource management ▪ industrial relations ▪ marketing finance accounting ▪ business management 	At least two years (four units) of degree level study in business related studies with at least two units at level 2 or above including at least one unit of finance and one unit of business management and two units drawn from business law (Australian/English), economics, human resource management, industrial relations, marketing, business management, finance or accounting.
Economics	Major in economics	At least two years (four units) of degree level study in economics with two units at level 2 or above.
Geography	Major in geography	At least two years (four units) of degree level study in geography with two units at level 2 or above.
History - Ancient	Major in history in areas such as ancient history archaeology	At least two years (four units) of degree level study in ancient history with two units at level 2 or above in areas such as ancient history, archaeology.
History - Modern	Major in history in areas such as <ul style="list-style-type: none"> ▪ Australian history ▪ contact and Aboriginal history ▪ early modern history ▪ historiography ▪ modern history 	At least two years (four units) of degree level study in modern history with two units at level 2 or above in areas such as Australian history, contact and Aboriginal history, early modern history, historiography, modern history.
Languages	A major in a language including study of the spoken and written language. Where the language is an Aboriginal language, there may be specific cultural requirements.	At least two year (four units) of degree level study in a language with two units at level 2 or above including study of the spoken and written language. Where the language is an Aboriginal language, there may be specific cultural requirements.

Subject Area Years 7-12	Relevant areas of academic study for first teaching subject	Relevant areas of academic study for second teaching subject
Legal Studies	<i>NOTE: First teaching subject option not offered at Macquarie.</i>	At least two years (four units) of degree level study in social sciences with two units at level 2 or above including legal studies.
Society and Culture	<i>NOTE: First teaching subject option not offered at Macquarie.</i>	At least two years (four units) of degree level study in social sciences with two units at level 2 or above in areas such as Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, civics, cultural studies, government, history, media studies, philosophy, politics, psychology (only one unit may be counted), religion studies, social communication, sociology (at least one unit preferred).

English as a Second Language (Specialisation)

Macquarie University offers students the opportunity to undertake a specialisation in English as a Second Language. While this is not a NSWIT recognised teaching subject, it is an area that may be of interest to Secondary teachers.

The major emphasis of the unit is on the language needs of the learner in the classroom. Emphasis is also placed on the various language experiences required by second language learners in all subject areas. 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.

Subject Area	Relevant areas of academic study for SPECIALISATION
English as a Second Language SPECIALISATION ONLY	Studies in linguistics and/or English provide a foundation for undertaking this unit. ESL is available as a specialisation and is available to graduate entry BEd(Secondary) students only with permission of the unit convenor.

SECTION 2

Planning a Program of Study

2.1 Introduction

The Bachelor of Education (Secondary) 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 7). Enrolment in Session 3 is limited to two units (6 credit points).

2.2 What you will study

The Bachelor of Education (Secondary) 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 | TEP401/TEP402 |
| ▪ Completion of other specific minimum requirements | As outlined on page 12 |

Students 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 12. 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 (Secondary)

Extracted from the *University Handbook*
<http://handbook.mq.edu.au>

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

REQUIRED UNITS	NAME	CP	OFFERED
100 LEVEL			
EDUC107 ¹	Introduction to Educational Studies	3	S1 Day, S1 External
200 LEVEL			
EDUC262 or EDUC264	Education: The Learner or Education: The Policy Context	3	S2 Day, S2 External S1 Day, S1 External
EDUC267	Classroom Management and Assessment	3	S2 Day, S2 External
TEP248	Key Competencies in Inclusive Education	3	S2 Day, S2 External, S3 External
EDUC2XX ² or above	See Appendix and/or <i>University Handbook</i> for options	3	
300 LEVEL			
TEP387	Introduction to Curriculum and Instruction in the Secondary School I	3	S1 Day
TEP388	Introduction to Curriculum and Instruction in the Secondary School II	3	S2 Day
EDTE 302	Introduction to Professional Experience in the Secondary School	3	S1 Day, S2 Day
EDUC at 300 level or TEP/EDTE at 300 level or above	EDUC 3XX student choice unit(s) or TEP/EDTE Units as required for second teaching subject and/or specialisation in ESL	6	
400 LEVEL			
TEP401	Professional Experience in the Secondary School I (Capstone/PACE)	3	S1 Day
TEP402	Professional Experience in the Secondary School II (PACE)	3	S2 Day
ONE OF:		6	
TEP421 and TEP422	Economics and Business Studies in the Secondary School I & II		S1 Day/S2 Day
TEP423 and TEP424	English in the Secondary School I & II		S1 Day/S2 Day
TEP425 and TEP426	Geography in the Secondary School I & II		S1 Day/S2 Day
TEP427 and TEP428	History in the Secondary School I & II		S1 Day/S2 Day
TEP429 and TEP430	Mathematics in the Secondary School I & II		S1 Day/S2 Day
TEP431 and TEP432	Languages in the Secondary School I & II		S1 Day/S2 Day
TEP433 and TEP434	Science in the Secondary School I & II		S1 Day/S2 Day
ANY LEVEL			
EDUC or CBMS or PHYS or ENGL or MATH or SOC	Students will enrol in EDUC units unless specifically advised to undertake studies in CBMS, PHYS, ENG, MATH or SOC	6	
Balance of credit points required		24*	
Total credit points required to satisfy this degree		72	
<p>¹ Alternatively, students may choose to complete EDUC105 and EDUC106</p> <p>²</p> <ul style="list-style-type: none"> ▪ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers. ▪ Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i> in their program. ▪ All other students can choose an EDUC unit from the range of 200 and 300 level units available 			

* Credit for previous study – see page 11.

2.3 Suggested Patterns of Study

The BEd(Secondary) is a structured program with specific requirements, as outlined in Section 2.2. Your program of study for the BEd(Secondary) will vary based on whether you have one or two teaching subjects, are undertaking a specialisation in ESL or if the conditions of your offer include the study of any discipline specific content units.

2.3.1 BEd(Secondary) – One teaching subject only

These are the suggested patterns of study for students undertaking a teaching subject(s) requiring enrolment in only one methodology area.

SUGGESTED FULL-TIME PATTERN OF STUDY			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
TEP387	3cp	TEP388	3cp
EDTE302 or EDUC3XX	3cp	EDTE302 or EDUC3XX	3cp
YEAR 2			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
EDUC3XX	3cp	EDUC any level	3cp
EDUC any level	3cp	TEP248	3cp
<p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p>			

SUGGESTED PART-TIME PATTERN OF STUDY			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
YEAR 2			
Session 1		Session 2	
EDUC3XX	3cp	EDUC any level	3cp
EDUC any level	3cp	TEP248	3cp
YEAR 3			
Session 1		Session 2	
TEP387	3cp	TEP388	3cp
EDTE302 or EDUC3XX	3cp	EDTE302 or EDUC3XX	3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
<p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p>			

2.3.2 BEd(Secondary) – Two teaching subjects

These are the suggested patterns of study for students undertaking teaching subjects requiring enrolment in two methodology areas.

SUGGESTED FULL-TIME PATTERN OF STUDY			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
TEP387	3cp	TEP388	3cp
EDTE302 or EDUC any level	3cp	EDTE302 or EDUC any level	3cp
YEAR 2			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
TEP4XX (second method)	3cp	TEP4XX (second method)	3cp
EDUC any level	3cp	TEP248	3cp
<p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p>			

SUGGESTED PART-TIME PATTERN OF STUDY			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
YEAR 2			
Session 1		Session 2	
EDUC any level	3cp	TEP248	3cp
EDUC any level in S1 or S2			3cp
YEAR 3			
Session 1		Session 2	
TEP387	3cp	TEP388	3cp
EDTE302 IN S1 OR S2			3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
TEP4XX (second method)	3cp	TEP4XX (second method)	3cp
<p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. The S3 external offering is only available for intending Primary teachers.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p>			

2.3.3 BEd(Secondary) – One teaching subject with two discipline specific content units

These are the suggested patterns of study for students who received a conditional offer instructing them to include additional discipline studies.

SUGGESTED FULL-TIME PATTERN OF STUDY			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
TEP387	3cp	TEP388	3cp
EDTE302 or (CBMS or PHYS or ENG or MATH or SOC any level)	3cp	EDTE302 or (CBMS or PHYS or ENG or MATH or SOC any level)	3cp
YEAR 2			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
CBMS or PHYS or ENG or MATH or SOC any level	3cp	EDUC3XX	3cp
EDUC3XX	3cp	TEP248	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . The S3 external offering is only available for intending Primary teachers. Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SUGGESTED PART-TIME PATTERN OF STUDY			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
(CBMS or PHYS or ENG or MATH or SOC any level)	3cp	(CBMS or PHYS or ENG or MATH or SOC any level)	3cp
YEAR 2			
Session 1		Session 2	
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
EDUC3XX	3cp	TEP248	3cp
YEAR 3			
Session 1		Session 2	
TEP387	3cp	TEP388	3cp
EDTE302 or EDUC3XX	3cp	EDTE302 or EDUC3XX	3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . The S3 external offering is only available for intending Primary teachers. Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SECTION 3

The Professional Units

3.1 Professional Curriculum (Inclusive Education) Unit – 200 Level

3.1.1 TEP248 Key Competencies in Inclusive Education

This introductory 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 – 300 Level

3.2.1 TEP387 and TEP388 Curriculum and Instruction in the Secondary School I and II

Students must complete TEP387 and TEP388, Curriculum and Instruction in the Secondary School I and II. TEP387 focuses on issues related to classroom teaching and TEP388 examines a range of educational issues that determine the context in which secondary schools operate.

Graduate entry BEd(Secondary) students meet the requirements to enrol in TEP387 in S1 of their first year of enrolment.

Students enrolling in a part-time pattern are advised to enrol in TEP387/388 in the second to last year of study.

3.3 Professional Curriculum (Methodology) Units – 400 Level

The sequence TEP387/TEP388 must be completed before enrolling in the 400 level professional curriculum units.

3.3.1 First Teaching Subject Professional Curriculum Units

In the final year of study students enrol in one or more of the following unit sequences:

- TEP421 **and** TEP422 Economics and Business Studies in the Secondary School I & II
- TEP423 **and** TEP424 English in the Secondary School I & II
- TEP425 **and** TEP426 Geography in the Secondary School I & II
- TEP427 **and** TEP428 History in the Secondary School I & II
- TEP429 **and** TEP430 Mathematics in the Secondary School I & II
- TEP431 **and** TEP432 Languages in Schools I & II
- TEP433 **and** TEP434 Science in the Secondary School I & II

3.3.2 Second Teaching Subject Professional Curriculum Units

If you have the subject content for a second teaching subject, you will also complete the relevant sequence of units listed below. Mathematics is **NOT** available as a second teaching subject.

- TEP421 **and** TEP422 Economics and Business Studies in the Secondary School I & II
- TEP423 **and** TEP424 English in the Secondary School I & II
- TEP425 **and** TEP426 Geography in the Secondary School I & II
- TEP427 **and** TEP428 History in the Secondary School I & II
- TEP431 **and** TEP432 Languages in Schools I & II
- EDTE410 Social Sciences in the Secondary School 1 **and** TEP440 Society and Culture in the Secondary School
- EDTE410 Social Sciences in the Secondary School 1 **and** TEP441 Legal Studies in the Secondary School I

3.3.3 Specialisation in ESL Professional Curriculum Unit

Students who wish to obtain a specialisation in English as a Second Language will have the relevant academic studies and complete the following unit:

TEP442 English as a Second Language in Schools I

3.4 Professional Experience Units

In the BEd(Secondary) full-time pattern, professional experience begins in the first year of enrolment. Students undertaking a part-time pattern of study are advised to plan their professional experience for the final two years of study.

Graduate entry Preservice Teachers must complete a minimum of 60 days in schools. The first 20 days are completed while enrolled in the methodology units TEP387/TEP388 and the professional experience unit TEP302. The remaining 40 days are undertaken while enrolled in the 400 level methodology units and the professional experience units TEP401 and TEP402. While in schools, the Preservice Teacher works with, and is supervised by, an experienced Supervising Teacher who acts as a mentor.

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.

When planning a program, students should arrange to have one full day each week free from other formal commitments at the University. This day may be a different day of the week in each half-year. 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 Secondary* booklet.

3.4.1 EDTE302 Introduction to Professional Experience in the Secondary School

This required unit is undertaken by all intending Secondary teachers in conjunction with enrolment in either TEP387 or TEP388. Students work in a school for at least 20 days. The placement includes single days and required block periods.

EDTE302	
▪ The prerequisites for enrolment are:	Enrolment in the graduate entry BEd(Secondary)
▪ The corequisite for enrolment is:	Enrolment in TEP387 or TEP388

3.4.2 TEP401 and TEP402 Professional Experience in Secondary School I and II

These required units are undertaken by all intending secondary teachers in conjunction with their secondary methodology units. The placement includes single days and required block periods.

TEP401	
▪ The prerequisite for enrolment is:	EDTE302 <i>and</i>
▪ The corequisite for enrolment is:	3cp from TEP421-TEP433

TEP402	
▪ The prerequisite for enrolment is:	TEP401 (Satisfactory) <i>and</i>
▪ The corequisite for enrolment is:	3cp from TEP422 - TEP434

APPENDIX

A1 EDUC and TEP units and their availability

Code	Name	CP	When Offered
EDTE302	Introduction to Professional Experience in the Secondary School	3	S1 Day S2 Day
EDTE405	Professional Experience for Specific Purposes	3	S1 Day, S2 Day, FY1 Day
EDTE410	Social Sciences in the Secondary School 1	3	Not offered in 2014
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 Mathematics 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
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	S1 Day S1 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	Not offered in 2014
EDUC399	Professional Capability: Policy, Theory, Pedagogy	3	S2 Day S2 External

Code	Name	CP	When Offered
TEP248	Key Competencies in Inclusive Education	3	S2 Day S2 External S3 External
TEP387	Curriculum and Instruction in Secondary School I	3	S1 Day
TEP388	Curriculum and Instruction in Secondary School II	3	S1 Day S2 Day
TEP395	Curriculum and Instruction in Secondary School IA <i>Note: This unit commences 28 January 2014</i>	3	S1 Day
TEP401	Professional Experience in Secondary School I	3	S1 Day S2 Day
TEP402	Professional Experience in Secondary School II	3	S1 Day S2 Day FY1 Day
TEP421	Economics and Business Studies in the Secondary School I	3	S1 Day
TEP422	Economics and Business Studies in the Secondary School II	3	S2 Day
TEP423	English in the Secondary School I	3	S1 Day
TEP424	English in the Secondary School II	3	S2 Day
TEP425	Geography in the Secondary School I	3	S1 Day
TEP426	Geography in the Secondary School II	3	S2 Day
TEP427	History in the Secondary School I	3	S1 Day
TEP428	History in the Secondary School II	3	S2 Day
TEP429	Mathematics in the Secondary School I	3	S1 Day
TEP430	Mathematics in the Secondary School II	3	S2 Day
TEP431	Languages in the Secondary School I	3	S1 Day
TEP432	Languages in the Secondary School II	3	S2 Day
TEP433	Science in the Secondary School I	3	S1 Day
TEP434	Science in the Secondary School II	3	S2 Day
TEP440	Society and Culture in the Secondary School I	3	S2 Day
TEP441	Legal Studies in the Secondary School I	3	S1 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

A3 2014 Secondary 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
- Public Holidays
- Exam Period
- TEP395/TEP388 S1 commences
- 1 NSW School Holidays
- 1 Block Periods
- ISOP TEP395

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