

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

**MACQUARIE UNIVERSITY
SCHOOL OF EDUCATION
TEACHER EDUCATION PROGRAM**

**STUDENT GUIDE
2012**

UPDATED 28 MAY 2012

SECONDARY

Students commencing in 2012 are advised to retain the 2012 Guide
and to refer to it in each subsequent year of study

Prepared by the Teacher Education Program, School of Education
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Production: Publications, Macquarie University

December 2011

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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-based 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

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 concerns about any aspect of their academic program. Students are expected to have consulted the TEP Student Guide and the *University Handbook* before seeking additional advice. Any academic listed in the staff directory can give advice of a general nature, but questions about specific secondary units or the professional experience should be directed to the staff responsible for those units.

Subject-specific academic advice

Students seeking specialised academic advice about methodology units or the professional experience should contact:

Economics/Business Studies	Mr Rod Lane
English	Ms Kath Lathouras
Geography, Legal Studies, Drama	Dr Grant Kleeman
History, Society & Culture	Ms Judy Adnum
Information and Communication Technologies	Dr Matt Bower
Languages/ESL	Dr Robyn Moloney
Mathematics	Dr Michael Cavanagh
Science	Dr Katherine Stewart

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.

Special Approvals

There are two types of special approvals that students sometimes seek, *Approvals in excess of 14 credit points* and *Exemptions*.

Approvals in excess of 14 credit points

Students who wish to undertake an academic program in excess of 14 credit points in any session must complete the form APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS IN A SESSION, available at <http://www.registrar.mq.edu.au/academic-index.html> (Undergraduate Student Forms), and then seek advice and approval from one of the academics 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. They must then 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>.

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

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	

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 *University Handbook* 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 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 terms *compulsory* and *required* are 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 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 carefully to the details in Sections 2 and 3 on the general requirements of the awards and on planning your program.

All students are required to obtain academic advice in their first year of study in **any** course, but 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. We **strongly** suggest you obtain academic advice after this time if you are unsure of your choices. This 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
- changing your intended teaching area
- planning a BADipEd with honours

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, emancipatory, progressive, and vocational.

- The liberal perspective of teacher preparation advocates a strong liberal education. The teacher is educated as a scholar and is involved in research activities throughout their program. Prospective teachers benefit from a broad-based university program and the development of scholarly virtues and habits. The graduate should be able to describe a coherent and well-informed theory of education and pedagogy.
- The emancipatory perspective is concerned with the advancement of a socially critical pedagogy aimed at the development of a socially inclusive, 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.
- 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 Program is responsive to individual needs and students are encouraged to value student-centred learning in their professional experience 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.

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 radical departures from 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 include:

- 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 (Supervising Teachers) have a major responsibility for the instruction, supervision and assessment of student teachers.

1.2 Pre-Service Programs in Teacher Education

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

Prerequisites for Admission

All intending secondary teachers should have, on entry, a minimum of two units of High School Certificate English at Band 4 minimum or equivalent. Students who do not reach this standard on entry are required to satisfactorily complete LING291 *Writing in English* within their program.

Undergraduate Programs

For undergraduates, Macquarie offers a four-year combined program leading to the award of a Bachelor degree together with the Diploma of Education, an integrated “3+1” model. The following combinations are available: BADipEd, BA-PsychDipEd, BScDipEd.

Secondary teachers will normally teach across two subject areas and will complete a program of studies leading to an academic major in their first teaching subject, and academic major or minor in their second teaching subject, and the appropriate Education and professional (TEP) units. Macquarie offers curriculum units in the following subject areas:

- Economics, Business Studies
- English
- Geography
- History
- Languages
- Drama (second teaching subject only)
- English as a Second Language (second teaching subject only)
- Information and Communication Technologies (second teaching subject only)
- Legal Studies (second teaching subject only)
- Mathematics (first teaching subject only)
- Science (first teaching subject only)
- Society & Culture (second teaching subject only)

Graduate Diploma in Education

The Graduate Diploma in Education is available to graduates of a recognised university holding a Bachelor degree which contains a relevant academic major. Students can complete this program in one year of full-time study commencing in January, or two years of part-time study.

Professional Experience

In the combined Bachelor/Diploma in Education program, professional experience usually occurs in the final two years of study. Students must complete 60 days in schools, normally completing 15 days in conjunction with TEP387/TEP388, and the remaining 45 days while enrolled in their 400 level methodology and professional experience units*. The student teacher works with, and is supervised by, an experienced classroom teacher (Supervising Teacher) who acts as a mentor.

Macquarie’s developmental model of professional experience requires student teachers to attend school one day a week. In addition, students are required to attend specified ‘block’ periods of five or ten days. This model enables student teachers to observe pupils’ growth in learning, gain a more comprehensive view of the curriculum in practice, to participate in the life of the school, and allows sufficient time for students to reflect on what they see and do, and to relate practice to theory, and theory to practice.

*NOTE: Students completing TEP395 will complete 60 days in their final year.

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 remembering that both their interests may change and the pattern of offerings of units may alter.

2.1 Improving Employment Opportunities

With the exception of English, Mathematics, Science and Economics/Business Studies teachers, secondary applicants with more than one teaching area are more easily placed in teaching positions than those whose professional qualifications are in one area only. In addition, new appointees are often asked to work in one of the following contexts:

- teaching groups with learning difficulties (in mathematics or reading);
- 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.

The School of Education offers both EDUC and TEP units which are relevant to the above areas. Students interested in broadening their professional development are encouraged to include some in their programs. In particular, a specialisation in teaching *English as a Second Language* (TEP442) is available. Further details are listed in this *Guide*.

2.2 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 School of Education offers EDUC388 *Aboriginal Education: Issues and Approaches* and there are also relevant units available listed under the 'Indigenous Studies' entry in the *University Handbook*.

2.3 Achieving a Balanced Program

All students should strive to maintain a reasonable balance of units in each of the four years of study. It is wise not to leave too many of your academic units for the fourth year as professional experience requires at least 60 days in school (some as blocks, some as one day a week), with at least 45 in conjunction with enrolment in TEP 401 and TEP402 (ie year 4 of a full-time program). 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 you take advantage of the flexibility of the BA/BA-Psych/BScDipEd programs and spread the 300 level units of your major discipline over the third and fourth years of the program.

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 School 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 School of Education offers the following two units on Information Technology: TEP244 *Technologies in Schools*, and EDUC261 *Information and Communication Technologies in Education*. While neither unit is compulsory, both units are recommended.

2.5 NSW Institute of Teachers Requirements

In order to satisfy the NSW Institute of Teachers (NSWIT) requirements for discipline knowledge, any intending teacher must complete at least the minimum subject content requirements for accreditation as secondary school teacher in NSW. These requirements are:

First teaching subject

A three year sequence of at least six units* of undergraduate studies with at least four of these units at 200 level or above.

Second teaching subject

A two year sequence of four units* of undergraduate studies with at least two units at 200 level or above.

* NOTE: The NSWIT defines a unit as a equivalent to a semester-long, three credit point unit of study.

It is important to note that meeting the Institute's content requirements does not negate the need to satisfy Macquarie University's degree requirements. The Macquarie requirements are more stringent, requiring a minimum of 12 credit points at 300 level for a qualifying major. As a consequence, a major sequence is usually a minimum of 24 credit points.

NOTE: 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 subject content requirements of the NSW Institute of Teachers.

Full information about the New South Wales Institute of Teachers requirements may be found on their website: <http://www.nswteachers.nsw.edu.au/>

SECTION 3

PLANNING AN UNDERGRADUATE PROGRAM OF STUDY IN SECONDARY TEACHER EDUCATION

3.1 Introduction

The Teacher Education Program offers two patterns of study for intending secondary teachers. Pattern one is a four-year concurrent BADipEd, BA-PsychDipEd or BScDipEd. Pattern two is a one-year Graduate Diploma in Education available to graduates holding a Bachelor degree from a recognised university. All programs are accredited by the NSW Institute of Teachers.

All 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.

Glossary

D1	Day; offered in Session 1
D2	Day, offered in Session 2
D3	Day; offered over the full year
E1	Evening; offered in Session 1
E2	Evening; offered in Session 2
E3	Evening; offered over the full year
Session 3	Offered in January February
WV	Winter Vacation session
X1	External study; offered in Session 1
X2	External study; offered in Session 2
X3	External study; offered over the full year
Xc1	External study; offered in Session 1
Xc2	External study; offered in Session 2
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

3.2 The Four Year (Full-time) Program

Macquarie offers a four-year combined BADipEd, BA-PsychDipEd and BScDipEd, program for intending secondary teachers. It is referred to as the 'concurrent program' because students undertake their academic and professional studies concurrently over four years.

3.2.1 Degree requirements

Students are required to complete all general and specific requirements that satisfy the relevant Bachelor Degree with the Diploma of Education rule outlined in the *University Handbook*. All programs include 68 credit points that satisfy requirements for the award of the Bachelor degree and the required EDUC and TEP units. All students will complete a minimum of 9 credit points in EDUC and at least 18 credit points in TEP units.

- Bachelor of Arts with the Diploma of Education 92 credit points
<http://www.courses.mq.edu.au/undergraduate/combineddegree/bachelor-of-arts-with-the-diploma-of-education>
- Bachelor of Science with the Diploma of Education 92 credit points
<http://www.courses.mq.edu.au/undergraduate/combineddegree/bachelor-of-science-with-the-diploma-of-education>
- Bachelor of Arts - Psychology with the Diploma of Education 96 credit points
<http://www.courses.mq.edu.au/undergraduate/combineddegree/bachelor-of-arts---psychology-with-the-diploma-of-education/specialisation-in-secondary-teaching>

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 *University Handbook*.

Students wanting to be a secondary teacher typically complete their qualifying major in the discipline they wish to teach (i.e. their 'first' teaching subject). In many instances students are required, or choose, to qualify for a 'second' teaching subject. To do so they can add an academic minor to their academic program or satisfy the Institute's minimum requirement of two years of study (4 units), including at least 2 units at 200 level and above.

To qualify for an academic minor, students must complete 12cp with a minimum of 6cp (two units) at 300 level from an approved major. It is important to note, however, that a unit completed as part of an approved major cannot be counted towards the completion of another major or minor.

There are specific additional requirements for BA-Psych and BSc degrees so students should consult the *University Handbook* and/or an appropriate academic adviser.

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

- an academic major of 24 credit points must be completed
- the maximum number of 100 level credit points that can be counted towards any Bachelor degree with the Diploma of Education degree is 36;
- each course requires a minimum number of credit points at 200 level and/or 300 level or above and must include 18 credit points at 300 level or above; check the specific requirements in the *University Handbook*;
- All students must include at least **one** designated 'People' unit and **one** 'Planet' unit in the academic program. Students are required to complete one of these units outside the Department administering their *Program of Study* or Qualifying Major, and the other unit outside the Faculty administering their *Program of Study* or Qualifying Major. A complete list of People and Planet units and requirements may be found in the *University Handbook*.

Pre-requisites and Co-requisites

In planning your program, be sure to select the 100 level units that will meet the prerequisites and/or corequisites for the 200 level units you need to undertake.

Prerequisite	a unit of study which must be completed or a requirement which must be satisfied before you enrol in a particular unit.
Corequisite	a unit of study which has to be completed prior to or concurrently with another

Maximum workload per session

A full-time program is approximately 12 credit points per session. 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 session require special approval (see page 7).

What are 'relevant units'?

For intending secondary teachers the term 'relevant units' applies to subjects normally taught in schools (e.g. Science, English, History, Languages etc.) and comprises units which provide students with the appropriate academic knowledge and skills for their teaching area.

3.2.2 Suggested pattern of study

First year of full-time study

When planning their academic program students must ensure that they meet any subject specific requirements as set out in the Section 5.4 of the *Student Guide (Secondary)* for their first and, if required, second teaching subject(s).

A typical first year of full-time study includes:

- Two or three units required for the first teaching subject
- Two units required for the second teaching subject
- **EDUC105** and **EDUC106**
- One or two electives (an opportunity to satisfy the People and Planet requirement)

Because of the requirements of the BA-PsychDipEd, students only have room in their program to meet the minimum Institute content requirements for accreditation in a first teaching subject (i.e. three years or 6 units of undergraduate studies in one subject with at least four of these units at 200 level or above). It will, therefore, be necessary to complete, at a minimum, an additional session if a second teaching subject is required. BA-PsychDipEd students should seek academic advice early in their program if they are required to have a second teaching subject.

A typical first year of full-time study for the BA-PsychDipEd includes:

- PSY104, PSY105, PSY122
- EDUC105 and EDUC106
- Two units required for the first teaching subject
- Elective (an opportunity to satisfy a People or Planet requirement)

Second Year of full-time study

Students continue their studies in the sequence of units specified for their major (and minor where appropriate) and also include some further education studies. Remember to check Section 5.4 of this guide for any specific requirements for your selected teaching area.

A typical second year of full-time study for BADipEd and BScDipEd includes:

- At least 9 credit points for the first teaching subject at 200 or 300 level as specified by the relevant *Program of Study*.

- **EDUC262 or EDUC264**
- One additional 200 or 300 level EDUC Unit*
- Additional 200 or 300 level studies in the first or second teaching subject or electives.

*PLEASE NOTE: Intending Mathematics teachers **must** complete EDUC258 *Mathematics in Schools*. D1 is available to intending Primary and Secondary teachers. X1 is available **only** to intending Primary teachers. Intending English teachers are strongly encouraged to include EDUC260 *Language, Literacy and Learning* in their program.

In order to complete the requirements of the BA-PsychDipEd as well as the NSWIT content requirements, students are strongly recommended to move at least one 200 level unit (either from EDUC or their teaching subject) to Session 2 of the first year. In addition, there are 21 credit points in prescribed units of Psychology at 200 level so it is strongly recommended to move at least 9 of these credit points to Year 3 of the program and replace them with a minimum of 6 credit points at 200 or 300 level in the teaching subject.

A suggested second year of full-time study for the BA-PsychDipEd includes:

- At least 6 credit points for the first teaching area
- At least 4 units (12 credit points) of the prescribed 200 level PSY units
- At least 6 credit points from 200 level EDUC OR further PSY units or units from the teaching area (at either 200 or 300 level).

All students **must also include TEP248 Key Competencies in Inclusive Education** in their program, and year 2 or year 3 is the recommended placement.

Third year of full-time study

Students continue their studies towards their major (and minor where selected). In addition students, (except those intending to complete Maths and Science methodologies) are required to complete TEP387 and TEP388.

Maths and Science students have the option of completing TEP387 in Session 1 and then TEP388 V2 the following January/February OR completing TEP395 at the beginning of their fourth year. BA-PsychDipEd students may also choose this option.

TEP248 should also be included in the program of study if not already completed.

NOTE: TEP395/TEP388 V2 begins on 30 January 2012 and runs through 24 February 2012 in an intensive mode.

Fourth year of full-time study

Students should ensure that their program satisfies all requirements both for their *Program of Study* and for the teaching qualification by the end of Session 2. In particular, there should be an academic major of at least 24 credit points, including 12 at 300 level, in the major area of study. The relevant capstone unit must also be included.

During Year 4, all students complete final year methodology units and the professional experience units (TEP401 & TEP402). This requires one day a week in schools throughout the session so at least one day **must** be kept clear of other university classes before 4:00 pm.

A typical fourth year includes:

- Methodology units for the first teaching subject (3cp/3cp)
- Methodology unit(s) for the second teaching subject – if required (3cp)
- Professional Experience units – TEP401 and TEP402 (3cp/3cp)
- TEP248 should also be in the program of study if not already completed (3cp).
- Additional academic studies at 200 and 300 level to complete degree requirements.

First Teaching Subjects

Students must complete at least one teaching 'major' (your first teaching subject/area). Select from:

- Economics/Business Studies in the Secondary School I & II
- English in the Secondary School I & II
- Geography in the Secondary School I & II
- History in the Secondary School I & II
- Mathematics in the Secondary School I & II
- Languages in the Secondary School I & II
- Science in the Secondary School I & II

Second Teaching Subjects

A second teaching subject usually broadens your employment opportunities. Students, except those completing Mathematics and Science, are encouraged to undertake at least one teaching 'minor' (your second teaching subject/area) if not completing a 'double major'. Science students are expected to have studies in more than one Science discipline. Students with History or Geography as their major subject are expected to complete a second subject.

- Economics/Business Studies in the Secondary School I
- English in the Secondary School I & II
- Geography in the Secondary School I
- History in the Secondary School I
- Languages in the Secondary School I
- Society & Culture in the Secondary School I
- English as a Second Language in Schools I
- Legal Studies in the Secondary School I
- ICT in the Secondary School I
- Drama in the Secondary School I

NOTE: Students are required to familiarise themselves with the prerequisites for their teaching 'minor' and ensure that they build the necessary units into their program of study.

Additional units

The following EDUC units can be taken at any time in your second, third or fourth year of study provided you have the necessary prerequisites.

- EDUC270 Teaching the Gifted and Talented Student
- EDUC363 Education as Social Development
- EDUC365 Educational Assessment
- EDUC373 Literacy in a Multicultural Society
- EDUC383 Education in a Global Society
- EDUC386 Gender and Education
- EDUC388 Aboriginal Education – Issues and Approaches

To assist you in planning your program, we have provided suggested patterns of study for first teaching subject majors in the Appendix.

SECTION 4

4.1 The Graduate Diploma in Education

The Graduate Diploma in Education (GDipEd) is available to graduates of a recognised university holding a Bachelor's degree which contains an appropriate academic major relevant to the secondary school methodologies offered at Macquarie University (listed below) and provides a professional qualification for secondary teaching.

The GDipEd is an internationally recognised professional qualification for secondary teaching. Students can complete this program in one year of full-time study commencing 30 January 2012, or two years of part-time study. This qualification cannot be completed fully by distance.

With the exception of English, Mathematics, Science and Economics/Business Studies teachers, secondary applicants with more than one teaching area are more easily placed in teaching positions than those whose professional qualifications are in one area only.

4.1.2 Requirements

GDipEd students are required to complete a minimum of 9 credit points of EDUC units (3cp at 100 level and 6cp at 200 level or above) and 18 credit points of TEP units (a total of at least 27 credit points). Many EDUC units are available in both day and external modes.

4.1.3 Graduate Diploma in Education (Full-time)

Full-time GDipEd students normally undertake the following pattern of study:

Typical GDipEd Full-time program

Year 1	
Session 1	Session 2
TEP395 (January–February)*	
EDUC107	EDUC2XY
EDUC2XX	TEP248 (Inclusive Education unit)
TEP4XX (Major methodology I)	TEP4XY (Major methodology II)
TEP401 (Professional experience unit)	TEP402 (Professional experience unit)
TEP4XZ/TEPXA Second teaching subject methodology if required (Session 1 and/or 2)	

*NOTE: TEP395 unit commences 30 January 2012

4.1.4 Graduate Diploma in Education (Part-time)

Part-time students typically complete their EDUC units and TEP248 in their first year. TEP methodology units and the professional experience units are completed in the second year.

The introductory (core) curriculum and methodology units can be completed either as TEP387 and TEP388 in the first year or as an intensive program, TEP395, at the beginning of the second year. Please note that TEP388 is NOT available for Maths and Science students who complete this component (TEP388 V2) in January/February of the second year of their studies.

Typical GDipEd Part-time program

Year 1	
Session 1	Session 2
EDUC107	EDUC2XY
EDUC2XX	TEP248 (Inclusive Education unit)
TEP387 (Sem 1) and TEP388 (Sem 2) OR TEP395 the following January–February	
Year 2	
Session 1	Session 2
TEP395 (January–February)*	
TEP4XX (Major methodology I)	TEP4XY (Major methodology II)
TEP401 (Professional experience unit)	TEP402 (Professional experience unit)
TEP4XZ/TEPXA Second teaching subject methodology if required (Session 1 and/or 2)	

*NOTE: TEP395 unit commences 30 January 2012

EDUC units and their availability

All students **MUST** complete at least three EDUC units (9 credit points) to graduate. Of these, 6 credit points (two units) must be above 100 level.

All students must complete EDUC107* (OR EDUC105 and EDUC106), unless exempted.

EDUC107	Introduction to Educational Studies*	3cp	D1, X1
EDUC105	Education: The Psychological Context	3cp	D1, X1, X2
EDUC106	Education: The Social and Historical Context	3cp	D2, X2

*EDUC107 is available only to graduate students and addresses the same learning outcomes as EDUC105 and EDUC106. It is recommended for most graduate students. However, those graduate students who want a more scaffolded re-introduction to academic study may choose to complete EDUC105 and EDUC106.

All students must complete either EDUC262 or EDUC264.

EDUC262	Education: The Learner	3cp	D2, X2
EDUC264	Education: The Policy Context	3cp	D1, X1

The 200 level EDUC options are:

EDUC258	Mathematics in Schools*	3cp	D1, X1
EDUC260	Language, Literacy and Learning	3cp	D1, X1
EDUC261	Information Technology and Education	3cp	D1
EDUC267	Introduction to Curriculum and Pedagogy	3cp	D2, X2
EDUC289	Human Society and its Environment	3cp	D1

*PLEASE NOTE: Intending Mathematics teachers must complete EDUC258 *Mathematics in Schools*. D1 is available to intending Primary and Secondary teachers. X1 is available **only** to intending Primary teachers. Intending English teachers are strongly encouraged to include EDUC260 *Language, Literacy and Learning* in their program. All other students can choose their additional EDUC unit from the range of 200 and 300 level units available

The following 300 level EDUC units may be of particular interest:

EDUC270	Teaching the Gifted and Talented Student	3cp	D2
EDUC363	Education as Social Development	3cp	D1, X1
EDUC365	Educational Assessment	3cp	D2, X2
EDUC373	Literacy in a Multicultural Society	3cp	D2, X2
EDUC383	Education in a Global Context	3cp	D2, X2
EDUC386	Gender and Education	3cp	X1
EDUC388	Aboriginal Education – Issues and Approaches	3cp	D2

TEP units and their availability

All students must complete TEP395 OR TEP 387/TEP388.

TEP395	Curriculum and Instruction in the Secondary School 1A	3cp	D1 (Jan-Feb)
	NOTE: This unit commences 30 January 2012		

OR

TEP387	Curriculum and Instruction in the Secondary School I	3cp	D1
TEP388	Curriculum and Instruction in the Secondary School II	3cp	D2, V2

NOTE: Part-time students may choose to complete TEP387/388 in the first year. Science and Mathematics students should seek academic advice as to their enrolment in TEP387/388.

All students must complete TEP401 and TEP402 and TEP248.

TEP401	Professional Experience II	3cp	X1
TEP402	Professional Experience IIA	3cp	X2
TEP248	Key Competencies in Inclusive Education	3cp	D2, X2

First Teaching Subjects

Students must complete at least one of the following First Teaching Subject methodology sequences.

TEP421/422	Economics/Bus. Stud. in the Secondary School I & II	3cp/3cp	D1/2
TEP423/424	English in the Secondary School I & II	3cp/3cp	D1/2
TEP425/426	Geography in the Secondary School I & II	3cp/3cp	D1/2
TEP427/428	History in the Secondary School I & II	3cp/3cp	D1/2
TEP429/430	Mathematics in the Secondary School I & II	3cp/3cp	D1/2
TEP431/432	Languages in the Secondary School I & II	3cp/3cp	D1/2
TEP433/434	Science in the Secondary School I & II	3cp/3cp	D1/2

Second Teaching Subjects

A second teaching subject broadens your employment opportunities. Students, except those completing Mathematics and Science, are encouraged to include a second teaching subject. Students with History or Geography as their first subject are expected to complete a second subject.

TEP421	Economics/Bus. Stud. in the Secondary School I	3cp	D1
TEP423/424	English in the Secondary School I & II	3cp/3cp	D1, D2
TEP425	Geography in the Secondary School I	3cp	D1
TEP427	History in the Secondary School I	3cp	D1
TEP431	Languages in the Secondary School I	3cp	D1
TEP440	Society and Culture in the Secondary School I	3cp	D2
TEP442	English as a Second Language in Schools I	3cp	D2
TEP441	Legal Studies in the Secondary School I	3cp	D1
TEP444	ICT in the Secondary School I	3cp	D2
TEP451	Drama in the Secondary School I	3cp	D2

Other TEP units

TEP244	Technologies in Schools	3cp	D2
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SECTION 5

The Professional Curriculum Units

The following sections detail the professional curriculum units for intending secondary teachers and outline both the prerequisites and studies in relevant units that are expected prior to enrolment in these units.

5.1 Professional Curriculum Units – 200 Level

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.

5.2 Professional Curriculum Units – 300 Level

Students complete either the sequence TEP387 and TEP388, Curriculum and Instruction in the Secondary School I and II, or the equivalent TEP395 *Curriculum and Instruction in the Secondary School IA*.

TEP387 Curriculum and Instruction in the Secondary School I

TEP387 is normally taken in the third year of full-time study in combination with TEP388. When enrolling in TEP387, students should have decided the 300 level professional unit or units (from the range TEP421 to TEP451) in which they intend to enrol in their final year.

Prerequisites:

EDUC105 Education: The Psychological Context

EDUC106 Education: The Social and Historical Context

and

Nine credit points at 200 level in relevant units, i.e. in at least one of the chosen first teaching subject areas (see Section 5.1.2).

TEP388 Curriculum and Instruction in the Secondary School II

Whereas TEP387 examines a range of educational issues that determine the context in which secondary schools operate, TEP388 focuses on issues related to classroom teaching.

Because of small enrolments in the continuing program neither the Mathematics nor the Science strand is offered in TEP388 D2.

NOTE: Intending Mathematics and Science teachers must enrol in TEP388 V2 (January/February) or substitute TEP395 for TEP387/TEP388 in the final year of their program. TEP388 V2 comprises relevant lectures and subject specific workshops and professional experience in TEP395. *Prerequisite:* TEP387 *Curriculum and Instruction in the Secondary School I*.

TEP395 Curriculum and Instruction in the Secondary School IA

TEP395 is normally only available to students in the Graduate Diploma in Education and is conducted in January/February. The unit content is equivalent to the sequence TEP387 and

TEP388. *Prerequisite:* Admission to the GDipEd or 40 cp (for continuing students who have added a DipEd late in their program).

5.2.1 Relevant units to satisfy the ‘expected knowledge’ requirements for TEP387

The relevant units which meet this requirement depend upon the intended area of teaching. *NOTE: Where students satisfy most, but not all, the listed studies for a teaching area they should seek academic advice.*

- **Economics and Business Studies in the Secondary School**
ECON203 and ECON204 (for Economics) or at least three units at 200 level in business related studies. Students who are unable to satisfy the prerequisites for these units should consult the lecturer in charge of TEP421.
- **English in the Secondary School**
Students must complete:
 - ENGL120 Approaches to English Literature
 - At least 2 units (6cp) of ENGL studies at 200 or 300 level.
 - At least 1 unit (3cp) of Linguistics from LING109, LING110, LING120 or LING291.
- **Geography in the Secondary School**
Three units (9cp) at 200 level which must include at least one unit in Physical Geography and at least one unit in Human Geography.
- **History in the Secondary School**
Three units (9cp) at 200 level in History (AHST or MHIS or a combination).
- **Mathematics in the Secondary School**
Three units (9cp) at 200 level (recommended units: MATH232, MATH235, MATH236).
- **Languages in Schools I**
Three units (9cp) at 200 level in a Language.
- **Science in the Secondary School**
Three units (9cp) at 200 level from Chemistry, Biology, Geology, Physics (if Physics is the main area of study the units must include PHYS201 and PHYS202 or PHYS246).

5.3 Professional Curriculum Units – 400 Level

The sequence TEP387/TEP388 or TEP395 must be completed before enrolling in the 400 level professional curriculum units. It is expected that you will be enrolled in, or will have completed, an academic major in your first teaching subject.

In their final year 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

Students who wish to be qualified in two first teaching subjects must have the relevant academic study to meet the NSWIT requirements and must also complete the appropriate 400 level professional curriculum units.

Students must also enrol in the two professional experience units:

TEP401	Professional Experience in the Secondary School I
TEP402	Professional Experience in the Secondary School II

Qualifications in a second teaching subject (with the exception of English) require the completion of the relevant studies and the completion of the first unit in a unit sequence from the above list or one of the units listed below. Mathematics and Science are **NOT** available as second teaching subjects.

TEP421	Economics and Business Studies in the Secondary School I
TEP423 and TEP424	English in the Secondary School I & II
TEP425	Geography in the Secondary School I
TEP427	History in the Secondary School I
TEP431	Languages in Schools I and II
TEP440	Society and Culture in the Secondary School I
TEP441	Legal Studies in the Secondary School I
TEP444	ICT in the Secondary School I
TEP451	Drama in the Secondary School I

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
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5.4 Methodology Units

The following section outlines the content requirements of specific methodology units. Some academic units are recommended because, while not compulsory, they are considered valuable for students preparing for a teaching career in different subject areas.

5.4.1 English and Drama

5.4.1.1 English

TEP423 and TEP424 English in the Secondary School I and II

These units are intended for students who wish to become teachers of Secondary English.

TEP423 focuses on the contemporary role of the teaching of English in a secondary school context at State and National levels. Emphasis is given to the classroom application of current theories about literature, literacy and language learning. The Board of Studies NSW syllabus documents for Stages 4, 5 and 6 are examined in terms of outcomes, programming, assessment strategies and resources. TEP424 extends the work covered in *TEP423 English in the Secondary School I*. Workshops also cover current professional issues such as preparing for change in English curriculum, the integration of technology into the English classroom, and the diverse needs of students in a changing world.

Academic Major - English

For English as a first teaching subject, **ALL** students **must** have an academic major in English (24 credit points including the capstone unit) which includes a core of Literature study. One unit of Linguistics must also be completed.

The following units **must** be included:

- ENGL120 Approaches to English Literature
- ENGL209 Children's Literature **or** ENGL310 Contemporary Australian Children's Literature

Other ENGL units that are recommended include:

- ENGL309 Shakespeare and the Renaissance
- ENGL205 Australian Literature
- ENGL201 Creative Writing: An Introduction (which may be taken as part of your English major)

Students should ensure they study a variety of literary forms and periods.

In addition to the English major (above), the following **must** also be included:

- At least 3 credit points of Linguistics from either LING109, LING110, LING120, or LING291

Academic minor: English

For English as a second teaching subject, students will complete **BOTH** methodologies (TEP423 and TEP424), and will have an **academic minor** in English. A minor requires 12 credit points, which includes 6 at 300 level ENGL. One unit of Linguistics must also be completed.

The following units **must** be included:

- ENGL120 Approaches to English Literature
- ENGL209 Children's Literature **or** ENGL310 Contemporary Australian Children's Literature
- Additional 300 level unit(s) with a focus on the study of Literature

In addition to the English minor (above), the following **must** also be included:

- At least 3 credit points of Linguistics from either LING109, LING110, LING120, or LING291

5.4.1.2 Drama

TEP451 Drama in the Secondary School I

This unit is designed for those students who wish to teach Drama in Secondary schools. It is offered as a second teaching subject. It integrates theory, practical experience and knowledge of technical production. It has a strong emphasis on participation and the development of skills in improvisation, playbuilding and group devised performance. There are workshops on Australian Drama and Theatre and the prescribed HSC topics. The current NSW syllabus documents for Stages 4 and 5 and Stage 6 will be examined in terms of outcomes, lesson/unit planning, classroom management, assessment strategies and resources.

TEP451 requires an academic minor in Drama/Performance based units from Cultural Studies. A minor requires 12 credit points, which includes 6 at 300 level CUL.

All students **should** complete:

- CUL120 or CUL121 or CUL121 as a prerequisite for the study of:
- CUL230 Performance and Identity
- CUL233 Drama Practice

Two units from the following three units **must** also be completed:

- CUL330 Performance and Cultural Environments
- CUL331 Performing Place, Space and Bodies
- CUL341 Performative Events

5.4.2 English as a Second Language (Specialisation)

TEP442 English as a Second Language in Schools I

This unit focuses on the principles and practices of teaching English as a Second Language (ESL). It aims to prepare students intending to teach ESL in primary or secondary classrooms. ESL is available as a specialisation and is open to all primary or secondary TEP students who satisfy the prerequisites.

The prior academic knowledge for TEP442 is:

four units (12cp) with two units (6cp) at 200 level or above in Linguistics

OR

four units (12cp) with two units (6cp) at 200 level or above in Languages and 3cp in Linguistics

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.

5.4.3. Social Sciences

In New South Wales, Economics, Geography, Commerce, Business Studies, Legal Studies, and Society and Culture are taught within the Social Sciences (also referred to as Human Society and Its Environment (HSIE) which also includes History. Intending teachers are encouraged to complete academic and professional curriculum units in at least TWO subject areas e.g. Geography/Economics, Geography/History, and History/Legal Studies. This may be achieved by completing one first teaching subject and a second teaching subject OR two first teaching subjects.

5.4.3.1 Economics and Business Studies

TEP421 and TEP422 Economics and Business Studies in Secondary School I and II

Although we address both Business Studies and Economics methodologies within TEP421 and 422, the NSW Institute of Teachers (NSWIT) accredits students for each subject separately. Please note that Macquarie University's requirements are more stringent than those of the NSWIT. Students completing a major in either Economics or Business Studies need to complete both units. Those wishing to include Economics or Business Studies as a minor teaching subject will only need to complete TEP421.

Subject content requirements

Business Studies as a first teaching subject: Students must complete a sequence of 6 units in business related studies (with at least 4 units at 200 level or above). The sequence of units must include at least one unit of finance or accounting; one unit of business management and two units of Economics (these two units are in addition to the NSWIT requirements). The remaining two units can be drawn from Business Law (Australian or English), Economics, Human Resource Management, Industrial Relations, Marketing, Finance, Accounting or Business Management.

Business Studies as a second teaching subject: Students require two years of degree level study (4 units with at least 2 units at 200 level or above) including at least one unit of Business Management and at least one unit of Finance/Accounting. The remaining two units can be drawn from Business Law (Australian or English), Economics, Human Resource Management, Industrial Relations, Marketing, Finance, Accounting or Business Management.

Economics as a first teaching subject: Students require a sequence of 6 units in Economics with at least four units at 200 level or above. Your studies must also include one unit in business management and another unit from: Finance/Accounting, Business Law, Human Resource Management, Industrial Relations or Marketing.

Economics as a second teaching subject: Students require two years of study in Economics (4 units) with at least two units at 200 level or above.

* NOTE: If you have a Bachelor degree and postgraduate study, units in the latter degree may be counted towards subject content requirements.

5.4.3.2 Business Studies as a First Teaching subject

Option 1 – BBA/BCom PLUS Graduate Diploma in Education.

The following programs of study (degrees) at Macquarie will meet the NSWIT content requirements for Business Studies as a first teaching subject provided that you:

- Select a qualifying major from one of the following areas: Finance or Accounting, Business Law, Human Resource Management, Industrial Relations or Marketing.
- Study a minimum of 2 Economics units.

Program Name/Degree	Program Codes
Bachelor of Business Administration.	BBAD01
▪ Bachelor of Business Administration with a degree of Bachelor of Arts	BBAD02
▪ Bachelor of Business Administration with a degree of Bachelor of Arts - Psychology	BBAD03
▪ Bachelor of Business Administration with a degree of Bachelor of Commerce – Professional Accounting	BBAD04
▪ Bachelor of Business Administration with a degree of Bachelor of Laws	BBAD05
Bachelor of Commerce	COMM01
▪ Bachelor of Commerce – Professional Accounting	COMM04
▪ Bachelor of Commerce with the degree of Bachelor of Laws	COMM02
▪ Bachelor of Commerce with the degree of Bachelor of Science	COMM03
▪ Bachelor of Commerce – Professional Accounting with the degree of Bachelor of Laws	COMM05

In the September of the final session of your degree you can apply for the Graduate Diploma in Education. Successful applicants will receive a conditional offer pending completion of their Bachelor Degree. Please note that places in the Graduate Diploma in Education are competitive. It may not be possible to accept all qualified applicants.

Option 2 – Combined Bachelor of Arts with the Diploma in Education (BADipEd).

Students wishing to complete their academic and professional studies concurrently should enrol in the BADipEd program and complete one of the following qualifying majors together with the additional subject content requirements. Recommended units are listed in the table below.

Program Name/Degree	Possible Qualifying Majors	Additional Subject Content Requirements
Bachelor of Arts with the Diploma in Education	Applied Economics (APE01)*	One unit of Finance or Accounting and one unit of Business management
	Economics (ECO01)*	One unit of Finance or Accounting and one unit of Business management
	International Business (INB01)	One unit of Business Management and two units of Economics
	Marketing (MAR01)	One unit of Business Management and two units of Economics

* These qualifying majors, when combined with the additional specified units, will give you accreditation with the NSWIT to teach both Economics and Business Studies as first teaching subjects.

Units meeting NSWIT subject content requirements for Business Management and Accounting/Finance

Subject Area	Recommended units at Macquarie
Business management	BBA102 OR BBA350
Finance/Accounting	ACCG106 OR FIN328 OR any unit with a FIN or ACCG prefix

5.4.3.3 Economics as a First Teaching Subject.

Option 1 – Degree + Graduate Diploma of Education (GDipEd)

The Bachelor of Economics program of study at Macquarie will meet the NSWIT requirements for teaching Economics as a first teaching subject when combined with the Graduate Diploma of Education (GDipED).

Program Name/Degree	Program Code
Bachelor of Economics.	ECON01

In the September of the final session of your degree you can apply for the Graduate Diploma in Education. Successful applicants will receive a conditional offer pending completion of their Bachelor Degree. Please note that places in the Graduate Diploma in Education are competitive. It may not be possible to accept all qualified applicants.

Option 2 – Combined Bachelor of Arts with the Diploma in Education

Students wishing to complete their academic and professional studies concurrently should enrol in the BADipEd program and complete one of the following qualifying majors.

Program Name/Degree	Possible Qualifying Majors	Additional requirements
Bachelor of Arts with the Diploma in Education	Economics (ECO01)	One unit in Business Management and another unit from: Finance/Accounting, Business Law, Human Resource Management, Industrial Relations or Marketing
	Applied Economics (APE01)	

5.4.3.4 Geography

TEP425 and TEP426 Geography in the Secondary School I & II

These units are intended for students who wish to become teachers of Geography. Students whose major interest lies in another subject and who intend to teach Geography as a second teaching subject are required to complete only TEP425 provided that they satisfy the requirements.

For undergraduates, Macquarie University offers two Geography majors, *Geography* (GEO01) and *Human Geography* (HUGO01). The Geography major is a 30cp program with an environmental management focus. Human Geography is a 24cp program focusing on the interactions of humans with physical environment. The *Program of Study* for each of these majors is outlined in the *University Handbook*.

For students who do not complete one of the Geographic majors but who want Geography as either a first or second teaching subject have the option of meeting the Institute of Teachers' content requirements. To be accredited with Geography as a first teaching subject students must have completed three years of study (6 units) in Geography. To be accredited to teach Geography as a second teaching subject students are required to have completed four units of Geography with at least two of these units at 200 level or above.

Students are encouraged to include academic studies in both Physical and Human Geography at 200 Level.

For graduates enrolled in the GDipEd the minimum requirement for accreditation by the NSW Institute of Teachers is six units (three years of study) of Geography for a first teaching area and four units (two years of study) for Geography as a second teaching area. For the latter, two of the

units must be at 200 Level or above. Applicants for the GDipEd have their undergraduate qualifications assessed by UAC.

Students with Geography as their first teaching subject are expected to have a second teaching area. Students should, therefore, complete academic units relevant to another teaching subject such as Legal Studies, Economics, Business Studies, History or Society & Culture. Students will maximise their employment prospects if they combine their Geography major with Modern History as a second teaching subject.

5.4.3.5 Society and Culture

TEP440 Society and Culture in the Secondary School I

This unit is intended for students who wish to become teachers of Society & Culture in the secondary school. It is available only as a second teaching subject and must be combined with a first teaching subject such as History, Geography, Economics/Business Studies and the Languages.

To meet the NSW Institute of Teacher's minimum criteria for accreditation as a Society & Culture teacher students must have completed undergraduate studies in the following: Aboriginal studies, anthropology, archaeology, Asian or Pacific studies, civics, cultural studies, government, history, media studies, philosophy, politics, psychology (one unit only counted), religion studies, social communication, sociology (at least one unit preferred). Students must have completed four units of relevant study with at least two units at 200 level or above. These units cannot be double counted towards satisfying the prerequisite requirements of other TEP 400 level units.

Units with the following prefixes satisfy these requirements: ABST, ANTH, AHIS, MHIS, PHIL, POL, PSY (one unit only), SOC, AUST; as well as cultural studies units (not drama) from the CUL range and Media Studies units from the MAS range.

5.4.3.6 Legal Studies

TEP441 Legal Studies in the Secondary School

This unit is intended for students who wish to be teachers of Legal Studies in the secondary school. It is available only as a second teaching subject and must be combined with a first teaching subject.

The expected prior knowledge for the unit is two years of study (4 units) in Law or Business Law. Two of these units (6cp) should be at 200 level or above. Meeting this requirement at Macquarie may require the student to obtain special permission to enrol in the required units from Coordinator/Director of Undergraduate Studies in the relevant department.

Students wishing to enrol in this unit must contact Dr Grant Kleeman for academic advice.

5.4.4 History

TEP427 and TEP428 History in the Secondary School I & II

TEP427 and TEP428 are the methodology units undertaken by students who wish to become teachers of Modern or Ancient History in the secondary school.

Undergraduates are expected to complete one of the three History majors offered by Macquarie University: Modern History (MHS01) or Ancient History – *Egypt and Near East* (AHE01) or *Greece, Rome and Late Antiquity* (AHG01).

To complete an academic major in History students are required to undertake at least 24 credit points in one of the History majors with at least 12cp (4 units) at 300 level, including the relevant Capstone Unit. Each qualifying History major consists of a specified sequence of units (referred to as a *Program of Study*). These are detailed in the *University Handbook*.

Graduate students (i.e. those with a Bachelor Degree from a recognised university) seeking to enrol in the GDipEd are assessed against the subject content requirements of the NSW Institute of Teachers. To be accredited as either a Modern or Ancient History teacher, applicants need to have completed at least six units (three years of study) in either Modern or Ancient History.

To meet expectations of prospective employers students are required to qualify for a second teaching subject. To be accredited for the second teaching area students must complete a minimum of two years study (4 units) in a discipline with at least six credit points (2 units) of study at 200 level or above.

Students have a range of choices. They can, for example, complete an academic major in one of the histories and a minor in the other; or they can complete a double History major. Alternatively, they can add a second teaching subject unrelated to the study of History, for example, Legal Studies, Society & Culture or Geography. The latter is beneficial in terms of maximising the student's employment prospects.

Given that all History teachers will be expected to teach Australian History it is recommended that students include MHIS109 *The Making of Australia* in their program. Other relevant units are MHIS114 *The World Since 1945: The Australian Experience* and MHIS302 *Australian History Since 1901*.

5.4.5 Mathematics

All intending Mathematics teachers must complete EDUC258 *Mathematics in Schools* and TEP429 and TEP430 *Mathematics in the Secondary School I & II*.

EDUC258 Mathematics in Schools

This unit is compulsory for all intending Secondary Mathematics teachers and all intending Primary teachers. PLEASE NOTE: D1 is available to intending Primary and Secondary teachers. X1 is available **only** to intending Primary teachers.

Lecture 1*	Thursday	The Thursday 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.
Lecture 2*	Friday	The Friday lecture is a common lecture for all students enrolled in the unit.
Tutorials*	Thursday - Friday	There are separate tutorials for intending Primary and Secondary teachers. Please refer to the unit page on iLearn for the time and location of the Secondary tutorials, which will be held on Thursday.

*Refer to the 2012 timetable for the time and location of lectures and tutorials.

TEP429 and TEP430 Mathematics in the Secondary School I & II

It is recommended that students complete TEP429 and TEP430 in their final year of study. A recommended pattern of study for students undertaking Mathematics as a major can be found in the Appendix.

It is strongly recommended that students planning to teach Mathematics include several 100 and 200 level COMP and STAT units in their program.

NOTE: Because of small numbers in the concurrent Mathematics program, TEP388 D2 is not available for mathematics students. There are two options: to enrol in TEP387 D1 and TEP388 V2, with attendance required in February for TEP388 V2, or enrol in TEP395 in their final year of study. Mathematics is not available as a second teaching subject.

5.4.6 Information and Communication Technologies

TEP444 ICT in the Secondary School I

This unit is intended for students who wish to become teachers of Information and Communication Technologies (ICTs) in the secondary school. It is available only as a second teaching subject and must be combined with a first teaching subject. TEP444 provides background for both Computing Technology Information Systems and Computing Technology Software Design as second teaching subjects. For this reason the requirements are more stringent than those of the NSW Institute of Teachers for either of these additional teaching subjects.

This unit includes an overview of computing courses in Stage 4/5 followed by a focus on the Stage 6 courses:

- Information Processes and Technology (IPT)
- Software Design and Development (SDD)

The academic prerequisite requirements for the unit are:

Either Enrolment in the GDipEd *OR* 3cp at 200 level in EDUC
and

4 Units (12cp) in ICT related units with at least 2 units at 200 level or above

Continuing Macquarie students must complete:

ISYS114 Introduction to Systems Design and Data Management
and

COMP115 Introduction to Computer Science

Students wishing to receive NSW Institute of Teachers accreditation for Computing Technology Information Systems will need to study at least two units that develop skills in information and communications technologies and information systems (eg database design including relational databases and communication systems/networking). Units that meet this requirement include:

COMP247 Data Communications
ISYS104 Introduction to Business Information Systems
ISYS224 Database Systems
ISYS254 Applications Modelling and Development

Students wishing to receive NSW Institute of Teachers accreditation for Computing Technology Software Design will need to study at least two units relating to the design and development of software (eg programming in computer based language and systems analysis, design, development and testing). Units that meet this requirement include:

COMP125 Fundamentals of Computer Science
COMP225 Algorithms and Data Structures
COMP229 Object-Oriented Programming Practices
COMP255 Software Engineering

5.4.7 Languages

TEP431 and TEP432 Languages in the Secondary School I and II

These units focus on the principles and practices of teaching Languages. The aim is to prepare students intending to teach languages in primary and/or secondary classrooms. The various

pathways to language teaching are outlined below. Further academic advice may be sought from Dr Robyn Moloney.

Pathway 1: Languages K-6 Students follow the normal primary program as outlined in the Primary TEP Guide. Those Primary students with substantial language studies (at least six units, with four above 100-level) may enrol in TEP431 and TEP432. Those seeking a minor specialisation in Languages K-6 require a minimum of four units, including two above 100-level and completion of TEP431.

Pathway 2: Languages 7-12 This is the traditional pattern for entry into secondary language teaching. Students will follow the standard secondary program as and undertake a major in a language.

Pathway 3: Languages K-12 Completion of this dual qualification requires a minimum of five years of study. The generalist primary program is undertaken. At the same time a major in a language is completed. During the fifth year TEP395, TEP431, TEP432, TEP401 and TEP402 are completed.

General advice for intending language teachers

- To ensure a broad background and flexibility when seeking employment, students intending to teach at secondary level should try to complete a double major or major/minor combination in either two languages or one language and another teaching area.
- Students are advised to plan some language study for their final year at the university. This is to ensure maintenance of fluency.
- Intending language teachers are encouraged to include units of Linguistics in their program of study units. EDUC260 *Language, Literacy and Learning* is also recommended.
- A language teacher intending to work at secondary level is required by most employing authorities to have undertaken units at third year level in both language and literature. In addition, units in the Geography and History of the country provide a useful background for teaching.

Students intending to pursue a language as a teaching subject are encouraged to go on exchange to the country of their language. Macquarie University International Office offers a variety of short term programs for study overseas. The list of programs available is at: <http://www.international.mq.edu.au/goingabroad/shortterm>

Students should check eligibility criteria at <http://www.international.mq.edu.au/goingabroad/shortterm/eligibility>

Students may get credit for country study Units such as EUL or ASN at 300 level. <http://www.international.mq.edu.au/goingabroad/process/academics>

5.4.8 Science

TEP433 and TEP434 Science in the Secondary School I and II

These units are intended for students intending to teach Science in the secondary school. Science is not available as a second teaching subject.

Teachers of Science in NSW secondary schools teach an integrated Science course, involving components of Biology, Chemistry, Earth and Environmental Sciences and Physics to Year 10 level, and in some cases to Year 12 level. Therefore, intending Science teachers are best prepared if they have studied each of the FOUR disciplines at least at 100 level.

Science teachers are often called upon to teach more than one Science subject to Year 12 level. Although separate Science disciplines are taught as full subjects in Stage 6, few schools offer Science teachers the opportunity of complete specialisation in just one subject, for example, Chemistry to the exclusion of Physics. Hence, students intending to become Science teachers are best prepared if they have studied Science outside their major discipline *at least* to 200 level.

A knowledge of Chemistry, Physics, Earth and Environmental Science and Biology is assumed background for TEP433.

In TEP433, there is a three-hour weekly workshop focusing on modern approaches to the teaching of integrated Science to secondary school students. In TEP434, there are two two-hour core workshops each week. Students are required to attend two of the following workshops: Biology, Chemistry, Physics, Earth and Environmental Science. Students will study the current curriculum resources and instructional strategies appropriate to the teaching of each of these subjects.

When planning a program care must be taken to ensure that the academic prerequisites are satisfied, in particular that at least 6 credit points of either Physics (PHYS140/143) or Chemistry (CBMS102/103) have been completed at 100 level. Students who have completed both are at a distinct advantage.

NOTE: Because of small numbers in the concurrent Science program, TEP388 D2 is not available for Science students. There are two options: to enrol in TEP387 D1 and TEP388 V2, with attendance required in January/February for TEP388 V2, or enrol in TEP395 in their final year of study.

In helping students to develop a greater understanding of the historical, philosophical and social aspects of Science, the following units are useful and it is advisable for BScDipEd students to include at least one in their program.

ASTR170	Introductory Astronomy: Our Place in the Universe
ASTR178	Other Worlds: Planets and Planetary Systems
BIOL260	Science of Sex
BIOL346	Bioscience Ethics and Reproduction
CBMS234	History and Philosophy of the Molecular Sciences
ENV200	Environment and Sustainability
GEOS204	Life, the Universe and Everything
PHL232	Philosophy of Science
PHL249	Biology, Mind, and Culture
PHL260	Bioethics and Biotechnology
PHYS242	The Tradition of Science

5.5 Professional Experience Units

All students must complete at least 60 days of supervised professional experience before they complete their program.

TEP401 and TEP402 Professional Experience II and IIA

These compulsory units are undertaken by all intending secondary teachers. **Students work in a school for at least 45 days, in the case of continuing students, and 52 days for GDipEd students** under the guidance of an experienced classroom teacher who acts as a mentor. Macquarie's developmental model of professional experience requires student teachers to attend school one day a week. In addition students are required to attend specified 'block' periods of five and/or ten days, which usually occur when University classes are in recess.

When planning their 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 should discuss the requirements of the unit with a member of the Teacher Education Program staff.

Students enrolled in the continuing program will normally be allocated to two schools – one for their third year placement and another for their fourth year placement. An effort is made to provide students with a diversity of experience. For example, students allocated a private school in third year may be allocated a public school in their fourth year. A student allocated a selective school in third year may be allocated a comprehensive high school in their final year.

Students in the GDipEd experience two different school settings. Students enrolled in the GDipEd undertake eight days of professional experience in February and 52 days over the remainder of the academic year.

While students can indicate a preference in relation to their type and location of school placement, the allocation of schools and Supervising Teachers is the responsibility of the School of Education.

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; and
- complete a Child Protection Training Course, which is run in conjunction with enrolment in TEP387 or TEP395.

While some students experience initial difficulties in schools it is important to realise that many such students have progressed to a fully competent teacher. All students have ready access to their curriculum lecturer through office visits, telephone calls and email, as well as during the normal weekly curriculum workshops. Students are strongly urged to seek support from both their Supervising Teacher and curriculum lecturer. 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.

Academic staff work closely with Supervising Teachers in monitoring student progress. Where progress is delayed for any reason, the Supervising Teacher informs the University of their 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 Supervising 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 School of Education reserves the right to place the student at a different school. In cases where inadequate progress is reported in two placements, the student will be deemed to have failed the professional experience unit.

In cases where a student's school placement is terminated by the school, the student may be provided with a second school placement. If the student is asked to leave the second school he/she will be deemed to have failed the professional experience unit.

Where students have concerns about the level of support provided by their Supervising Teacher they must discuss the issue with the curriculum 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/her nominee. Students must not assume that their requests will be granted.

The determination of successful completion of a professional experience unit is the responsibility of the School of Education staff (academic supervisor) in consultation with the relevant Supervising Teacher. If a student fails a professional experience unit they must apply for special approval to repeat the unit.

NOTE:

- Students enrolled in TEP395 must satisfactorily complete the In-School Orientation (ISOP) component of the unit before undertaking TEP401.
- Students enrolled in TEP387/388 (D1/D2) must satisfactorily complete the In-School Orientation (ISOP) component of these units before undertaking TEP401.

SECTION 6

HONOURS AND (RESEARCH TRAINING) MASTERS DEGREES

Completing Honours or a research training Masters allows you to conduct educational research. You gain an in-depth knowledge of a particular topic, with tangible benefits for evidence-based classroom teaching and with the opportunity to progress to a doctorate. Both degrees are prestigious. Although you *may* enter the classroom a little later, this will generally be at a higher salary.

A sample of projects offered in Education in 2011 include:

- Teachers' beliefs of assessment practices
- An analysis of reading schemes designed for Aboriginal students
- Cognitive Load Theory: split attention, worked examples, etc
- Representations of gender in visual and electronic texts
- Learning in environments beyond the classroom
- Students' memories of their most influential teachers

As an Honours or research training Masters candidate you will design a project in partnership with an academic supervisor; collect data to answer your research question; and write a document outlining your project. It is important that you choose an area of research and a project topic of relevance and interest to you. Your supervisor will help you with this. Most academic staff within the School of Education are available to supervise at the Honours and Masters levels.

For entry requirements and further information, please contact the Honours Coordinator, Dr Penny Van Bergen (penny.vanbergen@mq.edu.au), for advice.

At the end of 2012, Macquarie University will replace most Honours degrees with a research training Masters. This new pathway will include one year of coursework and one year of research, with possible credit in first year given for advanced coursework study already completed. Scholarships will be available.

Further information about this change will be available on the Macquarie University and School of Education websites in early 2012.

APPENDIX

A1 EDUC and TEP units and their availability

Code	Name	CP	When offered
EDUC105	Education: The Psychological Context	3cp	D1, X1, X2
EDUC106	Education: The Social and Historical Context	3cp	D2, X2
EDUC107	Introduction to Educational Studies	3cp	D1, X1
EDUC221	Theory and Practice of Peer Assisted Learning	3cp	D1
EDUC258	Mathematics in Schools PLEASE NOTE: Intending Mathematics teachers must complete EDUC258. D1 is available to intending Primary and Secondary teachers. X1 is available only to intending Primary teachers.	3cp	D1, X1
EDUC260	Language, Literacy and Learning	3cp	D1, X1
EDUC261	ICTs and Education	3cp	D1
EDUC262	Education: The Learner	3cp	D2, X2
EDUC264	Education: The Policy Context	3cp	D1, X1
EDUC267	Introduction to Curriculum and Pedagogy	3cp	D2, X2
EDUC270	Teaching the Gifted and Talented Student	3cp	D2
EDUC289	Human Society and its Environment	3cp	D1, X1
EDUC363	Education as Social Development	3cp	D1, X1
EDUC365	Educational Assessment	3cp	D2, X2
EDUC373	Literacy in a Multicultural Society	3cp	D2, X2
EDUC383	Education in a Global Context	3cp	D2, X2
EDUC386	Gender and Education	3cp	X1
EDUC388	Aboriginal Education – Issues and Approaches	3cp	D2, X2
EDUC399	Professional Capability: Policy, Theory, Pedagogy	3cp	D2
EDUC404	Research Project I		D1, D2
EDUC405	Research Project II		D1, D2
EDUC406	The Educational Research Project		D1, D2
TEP248	Key Competencies in Inclusive Education	3cp	D2, X2
TEP387	Curriculum and Instruction in the Secondary School I	3cp	D1
TEP388	Curriculum and Instruction in the Secondary School II	3cp	D2
TEP395	Curriculum and Instruction in the Secondary School 1A NOTE: This unit commences 30 January 2012	3cp	D1 (Jan-Feb)
TEP401	Professional Experience II	3cp	D1
TEP402	Professional Experience II	3cp	D2
TEP421	Economics/Business Studies in the Secondary School I	3cp	D1

Code	Name	CP	When offered
TEP422	Economics/Business Studies in the Secondary School II	3cp	D2
TEP423	English in the Secondary School I	3cp	D1
TEP424	English in the Secondary School II	3cp	D2
TEP425	Geography in the Secondary School I	3cp	D1
TEP426	Geography in the Secondary School II	3cp	D2
TEP427	History in the Secondary School I	3cp	D1
TEP428	History in the Secondary School II	3cp	D2
TEP429	Mathematics in the Secondary School I	3cp	D1
TEP430	Mathematics in the Secondary School II	3cp	D2
TEP431	Languages in the Secondary School I	3cp	D1
TEP432	Languages in the Secondary School II	3cp	D2
TEP433	Science in the Secondary School I	3cp	D1
TEP434	Science in the Secondary School II	3cp	D2
TEP440	Society and Culture in the Secondary School I	3cp	D2
TEP441	Legal Studies in the Secondary School I	3cp	D1
TEP442	English as a Second Language in Schools I	3cp	D2
TEP443	Teaching Students with Special Needs	3cp	D1
TEP444	ICT in the Secondary School I	3cp	D2
TEP451	Drama in the Secondary School I	3cp	D2

A2 Suggested Pattern of Study

A2.1 Ancient History – Egypt and Near East

Suggested Pattern of Study
BADipEd (Full-time) Ancient History - Egypt and Near East Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
AHIS1XX ⁺	3 cp	AHIS1XX ⁺	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective (MHIS109 ^{**})	3 cp	Elective [People/Planet]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2xx	3 cp and/or	EDUC262 or EDUC2xx	3 cp
AHIS2XX	3 cp	AHIS2XX	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective [People/Planet]	3 cp	TEP248	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (OR TEP395 ^{***} S1 YR4 with permission)	3 cp	TEP388 (OR TEP395 ^{***} S1 YR4 with permission)	3 cp
AHIS3XX	3 cp	AHIS3XX	3 cp
AHIS3XX	3 cp	AHIS399 (CAPSTONE)	3 cp
Elective	3 cp	Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP401	3 cp	TEP402	3 cp
TEP427	3 cp	TEP428	3 cp
TEP4XY OR Elective	3 cp	TEP4XY OR Elective	3 cp
Elective	3 cp		
<p>** Strongly recommended</p> <p>*** TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</p> <p style="text-align: center;">Ensure that both a People and Planet Unit are included in your program</p>			

A2.2 Ancient History – Greece, Rome and Late Antiquity

Suggested Pattern of Study BADipEd (Full-time) Ancient History - Greece, Rome Late Antiquity Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
AHIS1XX ⁺	3 cp	AHIS1XX ⁺	3 cp
2 nd Subject Content	3 cp	2 nd Subject	3 cp
Elective (MHIS109 ^{**})	3 cp	Elective [People/Planet]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2xx	3 cp and/or	EDUC262 or EDUC2xx	3 cp
AHIS2XX	3 cp	AHIS2XX	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective [People/Planet]	3 cp	TEP248	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (OR TEP395 ^{***} S1 YR4 with permission)	3 cp	TEP388 (OR TEP395 ^{***} S1 YR4 with permission)	3 cp
AHIS3XX	3 cp	AHIS3XX	3 cp
AHIS3XX	3 cp	AHIS399 (CAPSTONE)	3 cp
Elective	3 cp	Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP401	3 cp	TEP402	3 cp
TEP427	3 cp	TEP428	3 cp
TEP4XY OR Elective	3 cp	TEP4XY OR Elective	3 cp
Elective	3 cp		
<p>^{**} <i>Strongly recommended</i></p> <p>^{***} <i>TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</i></p> <p style="text-align: center;">Ensure that both a People and Planet Unit are included in your program</p>			

A2.3 Biology

Recommended Pattern of Study BScDipEd (Full-time) Biology Major

Year 1 Session 1		Year 1 Session 2	
BIOL114	3 cp	BIOL115	3 cp
CBMS101 OR CBMS102	3 cp	CBMS101 OR CBMS103	3 cp
GEOS112	3 cp	GEOS125	3 cp
STAT170 [Planet]	3 cp	PHYS159	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC105	3 cp	EDUC106	3 cp
BIOL2XX	3 cp	BIOL2XX	3 cp
2 nd Science subject content 2XX	3 cp	2 nd Science subject content 2XX	3 cp
Elective OR Elective [People/Planet]	3 cp	Elective OR Elective [People/Planet]	3 cp
Year 3 Session 1		Year 3 Session 2	
EDUC264 or EDUC2XX	3 cp and/or	EDUC262 or EDUC2xx	3 cp
BIOL3XX	3 cp	BIOL3XX	3 cp
BIOL3XX	3 cp	BIOL3XX OR 2 nd Science subject content 3XX	3 cp
Elective OR Elective [People/Planet]	3 cp	TEP248	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP395**	3 cp	BIOL 3XX CAPSTONE	3 cp
TEP401	3 cp	TEP402	3 cp
TEP433	3 cp	TEP434	3 cp
Elective OR Elective [People/Planet]	3 cp		
<p>***TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</p> <p>Ensure that both a People and Planet unit are included in your program</p>			

A2.4 Chemistry

Recommended Pattern of Study BScDipEd (Full-time) Chemistry Major

Year 1 Session 1		Year 1 Session 2	
BIOL114	3 cp	BIOL115	3 cp
CBMS101 OR CBMS102	3 cp	CBMS101 OR CBMS103	3 cp
GEOS112 OR PHYS140	3 cp	GEOS125 OR PHYS143	3 cp
STATS170 [Planet] OR GEOS112 OR ASTR170	3 cp	PHYS159* OR GEOS125	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC105	3 cp	EDUC106	3 cp
CBMS2XX**	3 cp	CBMS2XX**	3 cp
2 nd Science subject content	3 cp	2 nd Subject Content or elective	3 cp
Elective OR Elective [People/Planet]	3 cp	Elective OR Elective [People/Planet]	3 cp
Year 3 Session 1		Year 3 Session 2	
EDUC264 or EDUC2xx	3 cp and/or	EDUC262 or EDUC2xx	3 cp
CBMS 308 or CBMS3XX	3 cp	CBMS307 or CBMS3XX	3 cp
CBMS3XX	3 cp	CBMS3XX or 2 nd Science subject content 3XX	3 cp
Elective OR Elective [People/Planet]	3 cp	TEP248	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP395**	3 cp	CBMS302 CAPSTONE	3 cp
TEP401	3 cp	TEP402	3 cp
TEP433	3 cp	TEP434	3 cp
Elective OR Elective [People/Planet]	3 cp		
<p><i>*PHYS 159 – check NCCW in the University Handbook</i></p> <p><i>**TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</i></p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.5 Economics and Business Studies

Recommended Pattern of Study

BADipEd (Full-time) Economics Major (ECO01) with both Economics and Business Studies as first teaching Subjects (NSWIT)

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
ECON110	3 cp	ECON111	3 cp
STAT170, 171 or PSY122	3 cp	BBA102*	3 cp
Elective OR Elective [People/Planet]	3 cp	ACCG100/106**	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2xx	3 cp and/or	EDUC262 or EDUC2xx	3 cp
ECON203	3 cp	ECON204	3 cp
ECON241	3 cp	Elective OR Elective [People/Planet]	3 cp
Elective	3 cp	Elective	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (OR TEP395*** S1 YR4 with permission)	3 cp	TEP388 (OR TEP395*** S1 YR4 with permission)	3 cp
ECON3XX [#]	3 cp	TEP248	3 cp
ECON3XX [#]	3 cp	ECON3XX [#] or FIN328**	3 cp
ECON309 (Capstone)	3 cp	Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP401	3 cp	TEP402	3 cp
TEP421	3 cp	TEP422	3 cp
TEP4XY OR Elective	3 cp	TEP4XY OR Elective	3 cp
Elective	3 cp		
<p><i>*Meets the Business Management requirements of the NSWIT.</i></p> <p><i>**Meets the Accounting/Finance requirements of the NSWIT. Note: you can study either ACCG100/106 or FIN328 to meet the NSWIT requirements.</i></p> <p><i>***TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</i></p> <p><i>[#] Select units from ECON311, 303, 312, 314, 334, 335, 336, 350, 356, 359, 360, 361, 394, 396.</i></p> <p>Requirements for the qualifying major are in bold.</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.6 English

Recommended Pattern of Study BADipEd (Full-time) English Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
ENGL120	3 cp	ENGL209*	3 cp
2 nd Subject Content or Elective	3 cp	2 nd Subject Content or Elective	3 cp
LING109 [People]OR LING 120 OR Elective [People/Planet]	3 cp	LING110 [People] OR LING291 OR Elective [People/Planet]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2xx	3 cp and/or	EDUC262 or EDUC2xx	3 cp
ENGL205**	3 cp	ENGL309	3 cp
ENGL201**	3 cp	2 nd Subject Content or Elective	3 cp
2 nd Subject Content or Elective	3 cp	Elective	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (OR TEP395*** S1 YR4 with permission)	3 cp	TEP388 (OR TEP395*** S1 YR4 with permission)	3 cp
ENGL3XX	3 cp	TEP248	3 cp
ENGL3XX	3 cp	ENGL389 CAPSTONE	3 cp
Elective	3 cp	Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP401	3 cp	TEP402	3 cp
TEP423	3 cp	TEP424	3 cp
TEP4XY OR Elective	3 cp	TEP4XY OR Elective	3 cp
Elective	3 cp		
<p><i>*ENGL310 may be substituted and taken later in your program.</i></p> <p><i>** Strongly recommended</i></p> <p><i>***TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</i></p> <p>NOTE: Intending English teachers are strongly encouraged to include EDUC260 in their program</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.7 Geography

Recommended Pattern of Study BA DipEd; BSc DipEd[#] (Full-time): Geography Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
ENVE117 or GEOS112	3 cp	ENV118	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective [People/Planet]	3 cp	ENVG111	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2XX	3 cp	EDUC262 or EDUC2XX	3 cp
ENVE2XX or ENVG2XX	3 cp	ENV267	3 cp
Elective [People/Planet]	3 cp	ENVE2XX or ENVG2XX	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (or TEP395* S1 YR4 with permission)	3 cp	TEP388 (or TEP395* S1 YR4 with permission)	3 cp
ENVE3XX or ENVG3XX	3 cp	ENVE3XX or ENVG3XX	3 cp
ENVE3XX or ENVG3XX	3 cp	ENVE362 (Capstone)	3 cp
Elective	3 cp	TEP248	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP425	3 cp	TEP426	3 cp
TEP401	3 cp	TEP402	3 cp
TEP4XY or Elective	3 cp	TEP4XY or Elective	3 cp
Elective	3 cp		
<p>* TEP395 Note: this unit is offered in an intensive mode beginning 30 January 2012</p> <p>Students completing the Geography major are expected to include at least one unit of Human Geography in their program.</p> <p># Note: BSc students completing the Geography major must complete 42 credit points designated as Science.</p> <p>Ensure that both a People and Planet unit are included in your program</p>			

A2.8 Geology

Recommended Pattern of Study BScDipEd (Full-time) Geology Major

Year 1 Session 1		Year 1 Session 2	
BIOL114	3 cp	BIOL115	3 cp
CBMS101 OR CBMS102	3 cp	CBMS101 OR CBMS103	3 cp
GEOS112	3 cp	GEOS125 OR GEOS126	3 cp
STAT170 [Planet] OR ASTR170	3 cp	PHYS159*	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC105	3 cp	EDUC106	3 cp
GEOS2XX**	3 cp	GEOS207	3 cp
GEOS2XX**	3 cp	GEOS226 (V2)	3 cp
2 nd Science subject content	3 cp	2 nd Science subject content	3 cp
Year 3 Session 1		Year 3 Session 2	
EDUC264 or EDUC2xx	3 cp and/or	EDUC262 or EDUC2xx	3 cp
GEOS3XX	3 or 4 cp	GEOS3XX	3 or 4 cp
GEOS3XX	3 or 4 cp	GEOS3XX or 2 nd Science subject content 3XX	3 or 4 cp
Elective OR Elective [People/Planet]	3 cp	TEP248	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP395**		GEOS307 CAPSTONE (WV)	3 cp
TEP401	3 cp	TEP402	3 cp
TEP433	3 cp	TEP434	3 cp
Elective OR Elective [People/Planet]	3 cp		
<p>* <i>PHYS 159 – check NCCW in the University Handbook</i></p> <p>** <i>TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</i></p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.9 Human Geography

Recommended Pattern of Study BA DipEd; BSc DipEd[#] (Full-time) Human Geography Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
ENVG111	3 cp	ENVG2XX	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective [People/Planet]	3 cp	Elective [People/Planet]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2XX	3 cp	EDUC262 or EDUC2XX	3 cp
ENVG/ENV2XX	3 cp	ENVG/ENV2XX	3 cp
Elective	3 cp	TEP248	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (or TEP*395 S1 YR4 with permission)	3 cp	TEP388 (or TEP*395 S1 YR4 with permission)	3 cp
ENVG3/4XX	3 cp	ENVG3/4XX	3 cp
Elective	3 cp	ENVG380 (Capstone)	6 cp
Elective	3 cp		
Year 4 Session 1		Year 4 Session 2	
TEP425	3 cp	TEP426	3 cp
TEP401	3 cp	TEP402	3 cp
TEP4XY or Elective	3 cp	TEP4XY or Elective	3 cp
Elective	3 cp		
<p>* TEP395 Note: this unit is offered in an intensive mode beginning 30 January 2012</p> <p>Students completing the Human Geography major are expected to include at least one unit of Physical Geography in their program.</p> <p># Note: BSc students completing a Human Geography major must complete 42 credit points designated as Science.</p> <p>Ensure that both a People and Planet unit are included in your program</p>			

A2.10 Physics

Recommended Pattern of Study BScDipEd (Full-time) Physics Major

Year 1 Session 1		Year 1 Session 2	
BIOL114 or GEOS112	3 cp	BIOL115 or GEOS125	3 cp
CBMS101 OR CBMS102	3 cp	CBM101 OR CBMS103	3 cp
PHYS140	3 cp	PHYS143	3 cp
MATH132 or MATH135	3 cp	MATH133 or MATH136	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC105	3 cp	EDUC106	3 cp
PHYS201	3 cp	PHYS202	3 cp
MATH235	3 cp	Elective OR Elective [People/Planet]	3 cp
2 nd science subject content	3 cp	2 nd science subject content	3 cp
Year 3 Session 1		Year 3 Session 2	
EDUC264 OR EDUC2XX	3 cp and/or	EDUC262 OR EDUC2XX	3 cp
PHYS301	3 cp	ASTR/PHTN/PHYS3XX**	3 cp
ASTR/PHTN/PHYS3XX**	3 cp	ASTR/PHTN/PHYS3XX** OR 2 nd Science subject content 3XX	3 cp
Elective OR Elective [People/Planet]	3 cp	TEP248	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP395**	3 cp	PHYS310 Capstone Unit	3 cp
TEP401	3 cp	TEP402	3 cp
TEP433	3 cp	TEP434	3 cp
Elective OR Elective [People/Planet]	3 cp		
<p>* Check MATH requirements for all intended further units in PHYS, ASTR, PHTN</p> <p>**TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.11 Languages

Recommended Pattern of Study BADipEd (Full-time) Languages Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
Language unit (any level)	3 cp	Language unit (any level)	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
LING109 [People] OR LING 120 OR Elective [People/Planet]	3 cp	LING110 [People] OR LING291 OR Elective [People/Planet]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2XX	3 cp and/or	EDUC262 or EDUC2XX	3 cp
Language unit (any level)	3 cp	Language unit (any level)	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective	3 cp	TEP248	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (OR TEP395*** S1 YR4 with permission)	3 cp	TEP388 (OR TEP395*** S1 YR4 with permission)	3 cp
Language 3XX	3 cp	Language 3XX	3 cp
Language 3XX	3 cp	Language 3XX CAPSTONE	3 cp
Elective	3 cp	Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP401	3 cp	TEP402	3 cp
TEP431	3 cp	TEP432	3 cp
TEP4XY OR Elective	3 cp	TEP4XY OR Elective	3 cp
Elective	3 cp		
<p>***TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</p> <p>NOTE: More than 24 credit points may be required for the Language major depending on background in the language – the relevant language academic advisor should be consulted.</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.12 Mathematics

Recommended Pattern of Study BADipEd (Full-time) Mathematics Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
MATH135	3 cp	MATH136	3 cp
STAT170* [Planet unit]	3 cp	2 nd Subject Content or Elective	3 cp
Elective or Elective [People]	3 cp	Elective or Elective [People]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or Elective	3 cp / or	EDUC262 or Elective	3 cp
EDUC258	3 cp	MATH236	3 cp
MATH235	3 cp	TEP248	3 cp
2 nd Subject Content or Elective	3 cp	2 nd Subject Content or Elective	3 cp
Year 3 Session 1		Year 3 Session 2	
MATH300** or MATH3XX	3 cp	MATH3XX	3 cp
MATH3XX OR MATH335***	3 cp	MATH3XX or MATH336***	3 cp
2 nd Subject Content or Elective	3 cp	2 nd Subject Content or Elective	3 cp
AFAS300**	3 cp	2 nd Subject Content or Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP395****	3 cp	Elective	3 cp
TEP401	3 cp	TEP402	3 cp
TEP429	3 cp	TEP430	3 cp
Elective	3 cp		
<p>* Recommended Planet unit</p> <p>** Strongly recommended</p> <p>***MATH335 OR MATH336: One of these units must be completed as the Capstone</p> <p>****TEP395 Note this unit is offered in an intensive mode for 4 weeks from 30 January 2012</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

A2.13 Modern History

Suggested Pattern of Study BADipEd (Full-time) Modern History Major

Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
MHIS115**	3 cp	MHIS114**	3 cp
2 nd Subject Content	3 cp	2 nd Subject Content	3 cp
Elective (MHIS109**)	3 cp	Elective [People/Planet]	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 or EDUC2XX	3 cp and/or	EDUC262 or EDUC2XX	3 cp
MHIS2XX	3 cp	MHIS217**	3 cp
2 nd Subject Content or Elective	3 cp	2 nd Subject Content or Elective	3 cp
Elective [People/Planet]	3 cp	Elective	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP387 (OR TEP395*** S1 YR4 with permission)	3 cp	TEP388 (OR TEP395*** S1 YR4 with permission)	3 cp
MHIS321	3 cp	TEP248	3 cp
MHIS3XX	3 cp	MHIS 302**	3 cp
Elective	3 cp	MHIS300 CAPSTONE	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP401	3 cp	TEP402	3 cp
TEP427	3 cp	TEP428	3 cp
TEP4XY OR Elective	3 cp	TEP4XY OR Elective	3 cp
Elective	3 cp		
<p>** Strongly recommended</p> <p>***TEP395 Note this unit is offered in an intensive mode beginning 30 January 2012</p> <p>Ensure that both a People and Planet Unit are included in your program</p>			

TEP395 Schedule of Lectures and Workshops

30 January – 24 February 2012

Day/Date	9.00am – 10.00am	10.15am – 12.00	1.00pm – 2.00pm	2.15pm – 3.45pm
WEEK ONE				
Monday 30 January	9.00am Enrolment session (see NOTE below)	Subject-specific advising	Lecture 1**	Generic Workshop
Tuesday 31 January	Lecture 2**	Discipline Specific Workshop**	Lecture 3	Lecture 4** (2.15pm-3.15pm)
Wednesday 1 February	Lecture 5	Discipline Specific Workshop**	Lecture 6	Generic Workshop
Thursday 2 February	Lecture 7	Discipline Specific Workshop**	Lecture 8**	Generic Workshop
Friday 3 February	Lecture 9**	Child Protection Training	Lecture 10*	Generic Workshop
WEEK TWO				
Monday 6 February	Lecture 11	Discipline Specific Workshop**	Lecture 12	Generic Workshop
Tuesday 7 February	Lecture 13**	Discipline Specific Workshop**	Lecture 14	Generic Workshop
Wednesday to Friday 8 – 10 February	IN SCHOOL ORIENTATION PROGRAM (Wednesday 8 February – Friday 10 February)			
WEEK THREE				
Monday to Friday 13 -17 February	IN SCHOOL ORIENTATION PROGRAM (Monday 13 February – Friday 17 February)			
WEEK FOUR				
Monday 20 February	Lecture 15**	Discipline Specific Workshop**	Lecture 16	Generic Workshop
Tuesday 21 February	Lecture 17**	Discipline Specific Workshop**	Lecture 18	Generic Workshop
Wednesday 22 February	Lecture 19	Discipline Specific Workshop**	Lecture 20	Generic Workshop
Thursday 23 February	Study and reflection day			
Friday 24 February	In-class test (9.30am–10.45am)			

NOTE: The 9.00am enrolment session is for new GDipEd students ONLY. If you are a continuing student (ie second year of part-time GDipEd study or a continuing undergraduate student) you must enrol during the January enrolment period beginning 09/01/12 and your attendance begins at 1.00PM on 30 January for Lecture 1.

** TEP388 V2 Lectures and workshops

**Continuing students must enrol during the January 2012 enrolment period

2012 Secondary Calendar

January				
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	31			

February				
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		

March				
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

April				
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				

May				
M	T	W	T	F
1	2	3	4	5
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June				
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

July				
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	31			

August				
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

September				
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

October				
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		

November				
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

December				
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				

- University in Session
- NSW School Holidays
- Public Holidays
- Block Periods
- TEP395/TEP388V2 commences
- ISOP TEP395