

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

MACQUARIE UNIVERSITY
Faculty of Human Sciences

DEPARTMENT OF EDUCATION
TEACHER EDUCATION PROGRAM

STUDENT GUIDE
2012

PRIMARY

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

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

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TABLE OF CONTENTS

STAFF DIRECTORY	2
WELCOME FROM THE DIRECTOR	4
HOW TO USE THIS GUIDE	5
ACADEMIC ADVICE	6
<i>Primary Academic Advice</i>	6
<i>Special Approvals</i>	6
SECTION 1 MACQUARIE UNIVERSITY'S TEACHER EDUCATION PROGRAM	8
1.1 OVERVIEW.....	8
1.2 PRE-SERVICE PROGRAMS IN TEACHER EDUCATION.....	8
SECTION 2 GENERAL ADVICE - PLANNING A PROGRAM OF STUDY	10
2.1 IMPROVING EMPLOYMENT OPPORTUNITIES	10
2.2 SPECIALISATIONS.....	10
2.2.1 <i>English as a Second Language (Specialisation)</i>	10
2.2.2 <i>Languages</i>	10
2.3 ABORIGINAL STUDIES AND ABORIGINAL EDUCATION	11
2.4 ICT PROFICIENCY.....	11
SECTION 3 UNDERGRADUATE PROGRAMS OF STUDY IN PRIMARY TEACHER EDUCATION	12
3.1 INTRODUCTION	12
3.2 KEY LEARNING AREA CONTENT REQUIREMENTS	13
3.3 LITERACY AND NUMERACY REQUIREMENTS.....	13
3.4 HSC ENGLISH AND MATHEMATICS BAND 4 REQUIREMENTS	13
3.5 BACHELOR OF ARTS WITH THE DEGREE OF BACHELOR OF EDUCATION (PRIMARY)	14
3.5.1 <i>Degree requirements</i>	14
3.5.2 <i>Majors and minors</i>	14
3.5.4 <i>People and Planet Units</i>	15
3.5.5 <i>Maximum workload per session</i>	15
3.5.6 <i>Structure of the program</i>	15
3.5.6 <i>Typical Program of Study: BABEd(Primary) Full-time</i>	16
3.6 BACHELOR OF SCIENCE WITH THE DIPLOMA OF EDUCATION	17
3.7 BACHELOR OF ARTS-PSYCHOLOGY WITH THE DIPLOMA OF EDUCATION	18
3.8 UNITS IN THE DEPARTMENT OF EDUCATION.....	19
3.9 QUALIFYING MAJOR STUDY REQUIREMENTS	20
3.10 PROFESSIONAL TEP UNITS.....	20
3.11 PROFESSIONAL EXPERIENCE AND CHILD PROTECTION AWARENESS TRAINING.....	21
3.11.1 <i>Child Protection Awareness Training</i>	22
3.11.2 <i>Professional Experience Program</i>	22
SECTION 4 BACHELOR OF EDUCATION (PRIMARY) FOR GRADUATES	24
4.1 <i>Content requirements in first degree</i>	24
4.2 <i>Credit point requirements</i>	24
4.3 <i>The degree program</i>	24
SECTION 5 HONOURS AND (RESEARCH TRAINING) MASTERS DEGREES	26
APPENDIX	27
A1. EDUC AND TEP UNITS AND THEIR AVAILABILITY	28
A2. DEGREE REQUIREMENTS – LIST FORMAT BA/BED(PRIM)	29
A3. KEY LEARNING AREAS – RECOMMENDED UNITS.....	30
A4. KLA WORKSHEET.....	33
2012 PRIMARY CALENDAR	34

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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 KLA content 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

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 requirements while meeting their own academic and professional interests and needs.

Students must choose a pattern of study that fulfils both the requirements of the Bachelor Degree Rules, as well as the requirements of the NSW Institute of Teachers. This *Guide* is designed to give the information that will allow students to make informed choices.

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

It is important for all students to refer carefully to the details on the general requirements of the awards and on planning your 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 Guide, the *University Handbook*, and prepared a draft written study plan (where appropriate) before seeking additional advice. Any academic listed in the staff directory can give advice of a general nature, but questions about specific primary units or the professional experience should be directed to the staff responsible for those units.

Primary Academic Advice

Dr John De Nobile

Associate Prof Joanne Mulligan

Dr Neil Harrison

Mrs Sandy Rawling

Mrs Jennie Marston

Dr Leisa Standish

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 Key Learning Area 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:

Associate Prof Pamela Coutts

Dr Norman McCulla

Dr John De Nobile

Associate Prof Joanne Mulligan

Dr Neil Harrison

Dr Kerry-Ann O'Sullivan

Prof John Hedberg

Dr David Saltmarsh

Dr Grant Kleeman

All students are required to obtain academic advice in their first year of study in **any** program, 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:

- transferring into a BABEd(Prim) from another course of study
- transferring to Macquarie after previous tertiary study
- returning to study after an absence
- planning a BABEd(Prim) with honours
- changing from primary to secondary or vice versa

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 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 primary teachers should have, on entry, a minimum of two units of Higher School Certificate English and General Mathematics at Band 4, or equivalent.

Students who have not met the Band 4 HSC prerequisites for English and Maths are required to undertake units of study that provide equivalence. These units are **in addition** to the 8 units used to meet the Institutes' KLA Content Requirements.

- Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 *Writing in English*
- Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 *A View of Mathematics*.

NOTE: Units completed to meet the Band 4 requirements for English and Mathematics cannot be counted as satisfying the KLA content requirements for English and Mathematics.

Undergraduate Programs

For undergraduates, Macquarie offers a four-year double degree program leading to the award of a Bachelor of Arts with the degree of Bachelor of Education (Primary) [BABEd(Prim)]. Most intending primary teachers will enrol in a BABEd(Prim) program. As primary teachers are generalists and teach all areas of the K-6 curriculum, students will complete a broad program of studies, usually with a major study in Education.

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

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

Graduate Entry - Bachelor of Education (Primary)

The graduate entry Bachelor of Education (Primary) provides a professional qualification for graduates of a recognised university holding a Bachelor degree who are seeking accreditation as primary teachers and entails the equivalent of two years of full-time study. In accordance with the Australian Institute for Teaching and School Leadership (AITSL), Standard 3: Program Entrants applicants must have “at least one academic year of study relevant to one or more learning areas of the primary school curriculum” in their tertiary qualifications. AITSL defines one academic year as being equivalent to eight semester-long units of study.

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

Professional Experience

Professional experience usually occurs in the final two years of study. Students must complete 60 days in schools, in several different school settings, normally completing 15 days in conjunction with TEP318/319/320, and the remaining 45 days while enrolled in their 400 level curriculum and teaching and professional experience units. The student teacher works with, and is supervised by, 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 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.

SECTION 2

GENERAL ADVICE - 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

Teachers are expected to work with students with special needs, the gifted and talented, Indigenous children, and those with English as a second language. They are also required to embrace the educational potential of information and communications technologies.

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 Specialisations

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

Students wishing to undertake a specialisation are advised to contact the unit convenor, Dr Robyn Moloney early in their program to ensure that the relevant academic units are completed.

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

2.2.1 English as a Second Language (Specialisation)

English as a Second Language (ESL) is only available as a specialisation of study and is open to all primary TEP students who satisfy the prerequisites.

Students follow the normal BABEd(Prim) program but must also complete studies in Linguistics and/or Languages as outlined below. They must also add the unit TEP442 *English as a Second Language in Schools I* to their program.

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.

2.2.2 Languages

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.

Intending language teachers are encouraged to include units of Linguistics in their program.

Further academic advice may be sought from Dr Robyn Moloney.

TEP431 and TEP432 Languages in the Secondary School I and II

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.

2.3 Aboriginal Studies and Aboriginal Education

All intending teachers are required to develop knowledge and skills associated with the teaching and learning needs of Indigenous students. Although introductory understandings are embedded throughout the undergraduate units, students are encouraged to plan a program of study which incorporates further undergraduate in-depth study relevant to these concerns. At present, the 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*.

2.4 ICT 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 contextualised in relation to the teaching and learning process in the classroom. Of particular interest is the way that information technology interacts with teaching 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 highly recommended.

SECTION 3

UNDERGRADUATE PROGRAMS OF STUDY IN PRIMARY TEACHER EDUCATION

3.1 Introduction

The Teacher Education Program offers pre-service programs for intending primary teachers, the BABEd(Prim), BScDipEd and the BA-PsychDipEd. All programs are accredited by the NSW Institute of Teachers.

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

Glossary

D1	Unit offered during the day in Session 1
D2	Unit offered during the day in Session 2
D3	Unit offered during the day over the full year
X1	Unit offered externally in Session 1 (i.e. no weekly on-campus attendance)
X2	Unit offered externally in Session 2 (i.e. no weekly on-campus attendance)
Xc	A unit of study which is offered in composite mode has some components which require on-campus attendance and other components which are available by distance education. May be offered as Xc1 or Xc2
E1	Unit offered in the evening Session 1
E2	Unit offered in the evening Session 2
Summer Session	Unit offered in January-February as part of Summer School program
Session 3	Offered January February 2012
V2	Vacation Study – second session
WV	Winter Vacation study
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. The methodology units TEP387 and TEP388 are not studied until the third year of a full-time 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 Key Learning Area Content Requirements

In order to meet the Australian Institute for Teaching and School Leadership (AITSL), minimum Key Learning Area discipline study requirements, students must undertake at least one academic year of study relevant to one or more Kea Learning Areas of the primary school curriculum. AITSL defines one academic year as equivalent to eight semester-long units of study. The requirements of the Macquarie Teacher Education Program are, however, more prescriptive.

K-6 Key Learning Areas

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

English, Mathematics, Science and Technology, Human Society and its Environment and Creative Arts are nominated as preferred areas for undergraduate study.

- **BABEd(Primary):** Students enrolled in the BABEd(Primary) satisfy the AITSL and School of Education KLA content requirements by completing at least eight units across four or more KLAs. See the Recommended Program of Study on Page 17.
- **BScDipEd:** Students enrolled in the BScDipEd satisfy the AITSL and School of Education KLA content requirements by completing four units in the Science & Technology KLA, two units in Mathematics (in most instances) and one unit in each of two additional KLAs. See the Recommended Program of Study on Page 18.
- **BA-PsychDipEd:** Students enrolled in the BA-PsychDipEd satisfy the AITSL and School of Education KLA content requirements by completing four units in the Science & Technology KLA, one in English or Linguistics, and one unit in each of two additional KLAs. See the Recommended Program of Study on Page 19.

A comprehensive list of recommended units that will satisfy the Key Learning Area content requirements is available in the Appendix. Other units offered by the University may satisfy the AITSL content requirements. If in doubt, consult an academic advisor.

NOTE: It is the student's responsibility to ensure that their programs meet both the University and AITSL subject content requirements.

NOTES

1. We strongly advise all students to complete at least two units in English
2. EDUC260, EDUC289 and & EDUC108 are recognised as content units for English, HSIE and Science & Technology respectively.
3. No more than two units at 100 level may be undertaken in any KLA.

3.3. Literacy and Numeracy Requirements

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

- EDUC258 *Mathematics in Schools* is the compulsory numeracy unit.
- EDUC371 *Reading Acquisition in the Primary Classroom* is the compulsory literacy unit.

EDUC373 *Literacy in a Multicultural Society* is also recommended for students interested in ESL.

3.4 HSC English and Mathematics Band 4 Requirements

Students who have not met the Band 4 HSC prerequisites for English and Maths are required to undertake units of study that provide equivalence.

- Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 *Writing in English*
- Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 *A View of Mathematics*.

NOTE: Units completed to meet the Band 4 requirements for English and Mathematics cannot be counted as satisfying the KLA content requirements for English and Mathematics.

3.5 Bachelor of Arts with the degree of Bachelor of Education (Primary)

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

3.5.1 Degree requirements

All students are required to complete a minimum of 96 credit points that satisfy the relevant Bachelor of Arts Degree with the degree of Bachelor of Education (Primary) [BABEd(Prim)] rules outlined in the *University Handbook*.

General requirements for the BABEd(Prim) are:

▪ Minimum number of credit points	96
▪ Minimum number of credit points at 200 level or above	60
▪ Minimum number of credit points at 300 level or above	39
▪ Minimum number of EDUC credit points	18
▪ Minimum number of EDUC credit points at 200 level or above	15
▪ Minimum number of TEP credit points	27
▪ Completion of a qualifying major for the Bachelor of Arts	24
▪ Completion of a designated People unit	
▪ Completion of a designated Planet unit	

Please note that the requirements of this program limit the number of 100 level credit points that can be counted towards completion of the BABEd(Prim) to 36.

3.5.2 Majors and minors

In undertaking their Bachelor Degree students are required to complete a qualifying 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 can also elect to do an additional major or add a minor.

To qualify for a 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.

It is expected that most Primary students in the BABEd(Prim) will complete their qualifying major in Education.

The requirements for the Education major are:

100 level				
Required	3cp from	EDUC units at 100 level		3
100 or 200 level				
Required	3cp from	EDUC units at 100 or 200 level		3
200 level				
Required	3cp from	EDUC units at 200 level		3
300 level				
Capstone	EDUC399	<i>Professional capability: Policy, Theory, Pedagogy</i>		3
Required	9cp from	EDUC units at 300 level		9
Any level				
Required	3cp from	EDUC units		3
		TOTAL credit points required to satisfy this major		24

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

3.5.4 People and Planet Units

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 may be found in the on-line *University Handbook*.

Many of the units listed under the KLA recommendations (see Appendix) are also People or Planet units so students are able to meet this requirement when satisfying the content requirements of the NSW Institute of Teachers. However, students may also choose to complete People or Planet units as part of their electives.

3.5.5 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 8)

3.5.6 Structure of the program

For the first two years of full-time study, students undertake studies towards their qualifying major, and studies to meet the NSWIT KLA requirements. If the qualifying major is not Education, students must ensure they complete the required Education units.

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

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

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

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

3.5.6 Typical Program of Study: BABEd(Primary) Full-time

All students should strive to maintain a reasonable balance of units across the four years of study. It is wise not to leave too many academic units for the fourth year as the Professional Experience units require at least 45 days in schools. A typical program that will meet all the requirements for a BABEd with a major in Education is outlined below. This program is a guide only and variations are possible.

Students enrolled in the BABEd(Primary) satisfy the AITSL and School of Education KLA content requirements by completing at least eight units across four or more KLAs.

Recommended Pattern of Study BABEd (Full-time) with Education Major			
Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
Elective	3 cp	Elective	3 cp
Elective	3 cp	Elective	3 cp
Elective	3 cp	Elective	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC264 OR EDUC1XX OR 2XX	3 cp and/or	EDUC262 OR EDUC1XX OR 2XX	3 cp
EDUC260	3 cp	EDUC267	3 cp
EDUC258	3 cp	TEP248	3 cp
Elective	3 cp	EDUC2XX	3 cp
Year 3 Session 1		Year 3 Session 2	
TEP318	3 cp	TEP319	3 cp
EDUC371	3 cp	TEP320	3 cp
EDUC3XX	3 cp	EDUC3XX	3 cp
EDUC3XX	3 cp	EDUC 1XX, 2XX, OR 3XX	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP418	3 cp	TEP420	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	EDUC399 (Capstone)	3 cp
ELECTIVE	3 cp	ELECTIVE	3 cp
<ul style="list-style-type: none"> ▪ Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 <i>Writing in English</i> ▪ Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 <i>A View of Mathematics</i> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program (see paragraph 3.3.4)</p>			

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

3.6 Bachelor of Science with the Diploma of Education

Students enrolled in the combined Bachelor of Science with Diploma of Education (BScDipEd) do not complete a major in Education; they complete the BScDipEd Program of Study with a Primary Specialisation. The relevant qualifying majors for the BSc are listed in the *University Handbook*.

Within the BScDipEd, students must complete 42 credit points (ie 14 units) designated as Science units. They must also complete the eight units of KLA study to satisfy the AITSL requirements.

Students enrolled in the BScDipEd satisfy the AITSL and School of Education KLA content requirements by completing four units in the Science & Technology KLA, two units in Mathematics (in most instances) and one unit in each of two additional KLAs. Students who do not wish to complete this pattern of KLA choice must receive specialised advice from an Education advisor.

Recommended Program of Study BScDipEd (Full-time)			
Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
S&T KLA (Science Unit 1XX)	3 cp	S&T KLA (Science Unit 1XX or 2XX)	3 cp
Science Elective	3 cp	KLA Elective	3 cp
Maths KLA	3 cp	Maths KLA	3 cp
<i>Six elective units over the year to ensure 24 credit points and to provide the necessary KLA content.</i>			
Year 2 Session 1		Year 2 Se Session mester 2	
EDUC258	3 cp	EDUC262 (or EDUC264 in S1)	3 cp
EDUC260 (English KLA)	3 cp	EDUC267	3 cp
S&T KLA (Science Unit 2XX)	3cp	TEP248	3 cp
Science Elective	3 cp	S&T KLA (Science Unit 2XX)	3 cp
<i>THREE Science elective units over the year to ensure a total of 24 credit points and to provide KLA coverage. Note that both People and Planet units must be included.</i>			
Year 3 Session 1		Year 3 Session 2	
TEP318	3 cp	TEP319	3 cp
EDUC371	3 cp	TEP320	3 cp
Science Unit 3XX	3 cp	Science Unit 3XX	3 cp
Science Elective	3 cp	Science Elective	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP418	3 cp	TEP420	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	Science Unit 3XX (Capstone)	3 cp
Science Unit 3XX	3 cp		
<ul style="list-style-type: none"> ▪ Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 <i>Writing in English</i> ▪ Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 A <i>View of Mathematics</i> <p>NOTE: Units completed to meet the Band 4 requirements for English and Mathematics cannot be counted as satisfying the Institutes KLA content requirements for English and Mathematics.</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p> <p>Ensure that any Science-related People/Planet Unit selected is offered by a Department within the Faculty of Science, but outside the Department in which your qualifying major is based.</p>			

3.7 Bachelor of Arts-Psychology with the Diploma of Education

The requirements of the BA-Psych component, together with the NSW Institute of Teachers requirements, result in a Program of Study for the Primary Specialisation of the BA-PsychDipEd that takes a minimum of 99 credit points to complete. The program is almost completely prescribed. Some students may elect, therefore, to take an additional session to complete this program to give themselves more flexibility.

Listed below is a suggested pattern of study for completion in four full-time years, with one session including a program of 15 credit points, allowing for completion of KLA requirements. For students following this pattern, it is strongly recommended that this session of 15 credit points be completed in Year 2, before students are engaged in Professional Experience. Alternatively, students may choose to undertake KLA study during Session 3 during their first or second year of full-time study. **BA-PsychDipEd:** Students enrolled in the BA-PsychDipEd satisfy the AITSL and School of Education KLA content requirements by completing four units in the Science & Technology KLA, one in English or Linguistics, and one unit in each of two additional KLAs.

Please note that the three KLA choices MUST include both a People and Planet unit or students will be required to complete additional credit points.

Recommended Program of Study BA-PsychDipEd (Full-time) Primary			
Year 1 Session 1		Year 1 Session 2	
EDUC105	3 cp	EDUC106	3 cp
PSY104 (KLA 1)	3 cp	PSY105 (KLA 1)	3 cp
PSY122	3 cp	KLA 3 [Planet] OR ENGL or LING (KLA2) [People]	3 cp
ENGL or LING (KLA2) [People] OR KLA 3 [Planet]	3 cp	EDUC262	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC260 (KLA 2)	3 cp	EDUC267	3 cp
EDUC258	3 cp	PSY235	3 cp
PSY234 (KLA 1)	3cp	PSY236	3 cp
PSY246 (KLA 1)	3 cp	PSY248	3 cp
KLA 4*	3 cp		
Year 3 Session 1		Year 3 Session 2	
TEP318	3 cp	TEP319	3 cp
EDUC371	3 cp	TEP320	3 cp
PSY247	3 cp	TEP248	3 cp
PSY3XX	3 cp	PSY245	3 cp
Year 4 Session 1		Year 4 Session 2	
TEP418	3 cp	TEP420	3 cp
TEP419	3 cp	TEP404	3 cp
TEP403	3 cp	PSY3XX	3 cp
PSY3XX	3 cp	PSY399	3 cp
<p>* KLA 4 may be undertaken in either the first or second session of Year 2 or alternatively, select a session 3 offering during the first or second year of full-time enrolment.</p> <ul style="list-style-type: none"> ▪ Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 <i>Writing in English</i> ▪ Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 A <i>View of Mathematics</i> <p>NOTE: Units completed to meet the Band 4 requirements for English and Mathematics cannot be counted as satisfying the Institutes KLA content requirements for English and Mathematics.</p> <p style="text-align: center;">Ensure that both a People and Planet unit are included in your program</p>			

3.8 Units in the Department of Education

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

EDUC105 Education: The Psychological Context	3 cp	D1, X1, X2
<i>and</i>		
EDUC106 Education: The Social and Historical Context	3 cp	D2, X2

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

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

EDUC262 Education: The Learner	3 cp	D2, X2
<i>or</i>		
EDUC264 Education: The Policy Context	3 cp	D1, X1

Students **MUST** also complete:

EDUC258 Mathematics in School	3 cp	D1, X1
EDUC260 Language, Literacy and Learning	3 cp	D1, X1
EDUC267 Introduction to Curriculum and Pedagogy	3 cp	D2, X2
EDUC371 Reading Acquisition in the Primary Classroom	3 cp	D1, X1
TEP248 Key Competencies in Inclusive Education	3 cp	D2, X2

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

EDUC258 comprises a Thursday and Friday lecture as well as enrolment in a tutorial. The Thursday lecture focuses on the K-6 mathematics curriculum and is for intending primary teachers. The Friday lecture is a common lecture, and attendance is required for all students enrolled in the unit. There are separate tutorials for intending Primary and Secondary teachers. Please refer to the unit page on iLearn for the time and location of the Primary tutorials.

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

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

Undergraduate students normally complete their first professional curriculum units, TEP318, TEP319 and TEP320, in the third year of their program. Before enrolling in these units, students will usually have completed specified units in Education (EDUC), as well as fulfilling the KLA content requirements.

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

3.9 Qualifying Major study requirements

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

EDUC363 Education as Social Development	3 cp	D1, X1
EDUC365 Educational Assessment	3 cp	D2, X2
EDUC373 Literacy in a Multicultural Society	3 cp	D2, X2
EDUC383 Education in a Global Society	3 cp	D2, X2
EDUC386 Gender and Education	3 cp	X1
EDUC388 Aboriginal Education Issues and Approaches	3 cp	D2
EDUC399 Professional Capability: Policy, Theory, Pedagogy	3 cp	D2, X2

NOTE: All students undertaking a qualifying major in Education are required to complete EDUC399 *Professional Capability: Policy, Theory, Pedagogy*.

For details of all Department of Education offerings please consult the *University Handbook*.

3.10 Professional TEP Units

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

200 level

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

▪ TEP248 Key Competencies in Inclusive Education (3cp)

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

300 level

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

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

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

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

This unit is the second in a sequence of six primary curriculum units and provides further development in the pedagogical aspects of teaching and learning in the primary school. The

lectures and workshops focus on the syllabus scope and structure, content and skills of the Key Learning Areas of Science and Technology, and Human Society and its Environment.

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

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

400 level

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

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

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

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

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

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

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

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

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

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

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

3.11 Professional Experience and Child Protection Awareness Training

All students must complete at least 60 days of supervised Professional Experience in schools throughout their program.

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

- complete and sign the professional experience placement Student Contract
- sign a *Prohibited Employment Declaration*. The Child Protection (Prohibited Employment) Act (1998) makes it an offence for a person convicted of a serious sex offence (a prohibited person) to apply for, undertake or remain in child-related employment.
- complete a Child Protection Awareness Training Module.

3.11.1 Child Protection Awareness Training

All students are required to complete the Department of Education and Community's on-line *Child protection awareness training*. You can access this training at: [<https://www.det.nsw.edu.au/proflearn/cpat/index.html>]

The training module has been developed by DEC's Professional Learning and Leadership Development Directorate in consultation with the Department's Employee Performance and Conduct Directorate.

The self-paced e-learning module provides initial child protection induction training. It consists of three sections each of which must be completed prior to progressing to the next section. The sections are:

- Section 1 – Legislation, agencies and policies
- Section 2 – Responsibilities of employees
- Section 3 – Professional practice

Once you have successfully completed all learning activities, you will be able to print a certificate of completion for your records.

You will be required to submit a copy of this certificate to Ms Jennie Marston, the convener of TEP318 before you commence your Professional Experience Program. Submission details will be available in the TEP318 Unit Outline.

3.11.2 Professional Experience Program

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

Students normally choose three diverse school settings to complete the Professional Experience program – one in their third year and two in their fourth year. Detailed information will be provided in on-campus lectures in TEP318 about the procedures for organising school placements.

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

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

Academic staff work closely with the supervising teachers in monitoring student progress. Students' progress is measured against the Professional Teaching Standards (Graduate level) specified by the NSW Institute of Teachers. Where progress is delayed for any reason the Supervising Teacher informs the university of his/her concerns. Depending on the circumstances the student may be deemed to be 'at risk'. If this occurs the student will be notified in writing.

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

- additional supervisory visits by academic staff;
- more detailed oral and written feedback from Master Teachers and academic staff;

- the identification of specific areas needing improvement;
- additional days of Professional Experience; and
- referral to university-based support services.

If reasonable progress has not been observed, the School of Education reserves the right to place the student at a different school. This is not an automatic right. In cases where inadequate progress is reported against documented and assessed benchmarks, the student will be deemed to have failed the Professional Experience unit.

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

SECTION 4

Bachelor of Education (Primary) for Graduates

The Bachelor of Education (Primary) [BEd(Prim)] is an 'end-on' qualification offered for intending Primary teachers who have completed at least one academic year (the equivalent of eight semester-long units) of recognised studies in one or more Key Learning Areas in their first degree.

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

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

4.1 Content requirements in first degree

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

4.2 Credit point requirements

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

4.3 The degree program

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

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

EDUC Requirements

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

TEP Requirements

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

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

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

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

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

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

*TEP420 is the capstone unit for the BEd(Prim) – Students are not required to complete EDUC399.

SECTION 5

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, X2
EDUC404	Research Project I	3cp	D1, D2
EDUC405	Research Project II	3cp	D1, D2
EDUC406	The Educational Research Project	3cp	D1, D2
TEP244	Technologies in Schools	3cp	D2
TEP248	Key Competencies in Inclusive Education	3cp	D2, X2
TEP318	Curriculum and Teaching in Primary School 1	3cp	D1
TEP319	Curriculum and Teaching in Primary School 2	3cp	D2
TEP320	Curriculum and Teaching in Primary School 3	3cp	D2
TEP403	Professional Experience in Primary School	3cp	D1
TEP404	Professional Experience in Primary School	3cp	D2
TEP418	Curriculum and Teaching in Primary School 4	3cp	D1
TEP419	Curriculum and Teaching in Primary School 5	3cp	D1
TEP420	Curriculum and Teaching in Primary School 6	3cp	D2
TEP431	Languages in the Secondary School I	3cp	D1
TEP432	Languages in the Secondary School li	3cp	D2
TEP442	English as a Second Language in Schools I	3cp	D2

A2. Degree Requirements – List Format BA/BEd(Prim)

This list may assist you in reviewing the subjects you have undertaken and identifying those you still need to complete. It may also be useful to students considering a transfer to the BA/BEd (Prim), to identify the units they must complete to meet the professional and University requirements for this qualification. Please note, this information was accurate at publication. The on-line *University Handbook* is the final authority on all current degree requirements.

Education Major¹ 24 cps	BEd Specific Minimum Requirements 45 cps	Electives 27 cps
EDUC1xx EDUC1XX OR 2XX EDUC 1XX, 2XX, OR 3XX EDUC2XX EDUC3XX EDUC3XX EDUC3XX EDUC399 (Capstone)	EDUC1xx EDUC258 EDUC260 (KLA) EDUC262 OR EDUC264 EDUC267 TEP248 TEP318 TEP319 TEP320 EDUC371 TEP403 TEP404 TEP418 TEP419 TEP420	ELECTIVE – KLA ELECTIVE – KLA ELECTIVE – KLA ELECTIVE – KLA ELECTIVE – KLA ELECTIVE – KLA ELECTIVE – KLA ELECTIVE – MATH106 ² or Student Choice ELECTIVE – LING291 ³ or Student Choice

¹ Students may choose to undertake a major other than Education.

² Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 *Writing in English*

³ Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 *A View of Mathematics*

Ensure that both a People and Planet unit are included in your program/

A3. Key Learning Areas – Recommended Units

Outlined below are units that will satisfy the Key Learning Area (KLA) subject content requirements. While other units offered by the University may satisfy the Institute's content requirements, we strongly suggest you consult with academic advisor regarding alternatives.

NOTE: The *People* and *Planet* designations below are for 2012 unit offerings and were accurate at the time of printing.

Unit Number	Unit Name	Notes
KLA AREA: English		
<u>Relevant Areas of Academic Study:</u> English with a strong core component of English literature, creative writing, language studies, linguistics (may be counted as one KLA only – also listed in HSIE), media where the focus is on the theoretical study of media or the product of a literary text.		
NOTE: LING units can only be counted towards ONE KLA		
Required		
EDUC260	Language, Literacy and Learning	Required
Highly recommended:		
ENGL120	Approaches to English Literature	
ENGL205	Australian Literature	
ENGL209	Children's Literature	
LING110	Language: Its Structure and Use	People
LING218	Grammar and Meaning	
LING291	Writing in English	Band 4 HSC English equivalent
Other units:		
ENGL108	Literature and the Political	People
ENGL310	Contemporary Australian Children's Literature	
LING120	Exploring English	
KLA AREA: Mathematics		
<u>Relevant Areas of Academic Study:</u> Pure or applied Mathematics, although one unit of statistics can be counted if it is a stand-alone subject (ie STAT prefix). Please note that the MATH units on offer have pre-requisites linked to your level of HSC Mathematics and that MATH106 is NCCW (not to count for credit with) other MATH units.		
MATH106	A View of Mathematics	Band 4 HSC Maths equivalent
MATH123	Mathematics 123	Planet
MATH130 – 339	See University Handbook	Any two units
STAT170	Introductory Statistics	Planet
STAT175	Gambling, Sport and Medicine	Planet
KLA AREA: Science and Technology		
<u>Relevant Areas of Academic Study:</u> Include: Biology, Biotechnology, Chemistry, Computing Studies, Environmental studies Geology, Physics, Psychology		
NOTE: PSY units can only be counted towards ONE KLA ENVG (Human Geography) units are HSIE, not Science		
Highly recommended:		
EDUC108	Science: Today and Tomorrow	Planet
BIOL108	Human Biology	Planet
BIOL115	The Thread of Life	
GEOS112	The Planet Earth	Planet
ISYS100	IT & Society	Planet
Other units:		
Any BIOL unit, but specifically:		
BIOL114	Evolution and Biodiversity	
BIOL208	Animal Structure and Function	
BIOL210	Plant Structure and Function	
Any CBMS unit, but specifically:		
CBMS101	Introductory Chemistry	
CBMS102	General Chemistry	

Unit Number	Unit Name	Notes
CBMS123	History and Philosophy of the Molecular Sciences	Planet
CBMS207	Physical and Environmental Chemistry I	
CBMS234	History and Philosophy of the Molecular Sciences	
ENVE – specific units only		
ENVE117	Biophysical Environments	
ENVE216	The Atmospheric Environment	
ENVE266	Earth Surface Processes	
Any GEOS unit, but specifically:		
GEOS125	Earth Dynamics	
GEOS126	Marine Geoscience	Planet
GEOS206	Marine Depositional Environments	
GEOS204	Life, the Universe and Everything	Planet
Any PHYS unit, but specifically		
PHYS140	Physics IA	
PHYS143	Physics IB	
PHYS159	Concepts in the Physical Sciences	Planet
PHYS242	The Tradition of Science	Planet
Computing studies related units COMP, INFO, ISYS, ITEC		
COMP115	Introduction to Computer Science	
INFO104	International Computer Driving License	
Any PSY unit:		
PSY UNITS	See University Handbook	Excluding research methods units
KLA AREA: HSIE		
Relevant Areas of Academic Study: Aboriginal Studies, anthropology, archaeology, business studies, cultural studies, economics, environmental studies, geography, history, languages, linguistics, psychology, political science, sociology.		
NOTE: LING and PSY units can only be counted towards ONE KLA		
Highly recommended:		
EDUC289	Human Society and its Environment	
ABST100	Introduction to Australian Indigenous Studies	People
ENV200	Environment and Sustainability	Planet
ENVG111	Geographies of Global Change	People
MHIS109	The Making of Australia	
MHIS114	The World Since 1945: An Australian Perspective	
MHIS302	Australian History since 1901	
POL101	Australian Politics in Global Context	
Other units:		
ANTH150	Identity and Difference: Introduction to Anthropology	
ANTH204	Art and Culture	
ANTH223	Ethnicity, Migration and Nationalism	
CUL120	Living Culture	
CUL121	Seeing Culture: Vision, Visuality and The Senses	
CUL221	Australian Cultural Studies	
DEM127	Demographic Fundamentals	People
ENV118	Foundations for Resource and Environmental Management	
ENVE214	Climate Change	
ENVE237	Natural Hazards	Planet
ENVG215	Geographies of Development	
ENVG219	Geographical Perspectives on Population	

Unit Number	Unit Name	Notes
ENVG262	The Ecological Humanities: Australians and their Environment	Planet
LING109	Language, Culture and Communication	People
LING219	Introduction to Sociolinguistics	
MHIS115	An Introduction to World History	People
MHIS201	Indigenous-Settler Relations in Australia: Contact, Context and Shared Histories from 1750	
MHIS217	Australia, Britain and the Empire in the Nineteenth Century	
POL201	Contemporary Issues in Australian Politics: Race, Nation, Class and Gender	
POL307	Australian Governments and Public Policy	
PSY UNITS	See University Handbook	Excluding research methods units
SOC175	Australia and Global Societies: An Introduction to Sociology	People
SOC180	Sociology of Everyday Life	
SOC182	Economy and Society	People
SOC223	Debating Welfare: An Introduction to Social Policy	
SOC279	Sociology of Media	
KLA AREA: Creative Arts		
<u>Relevant Areas of Academic Study:</u> Drama and music. Suitable units must include both performance and theory components and at present are restricted to the units below.		
CUL230	Performance and Identity	
CUL233	Drama Practice	
CUL330	Performance and Cultural Environments	
CUL341	Performance Events	
DANC100	Dance History and Aesthetics	People
DANC200	Music Theatre	
DANC215	Movement Practice	
DANC220	Contemporary Dance 1	
DANC315	Choreography 1	
DANC320	Contemporary Dance 2	
ECH131	The Arts in Early Childhood Contexts	
ECHL111	Elements of Drama	
ECHL112	Visual Arts: Conventions, Concepts and Practice	
ECHL311	Drama in Performance	
ECHL312	Visual Arts: Sense of Place	
MUS205	Introduction to Vocal Studies	People
MUS206	Intermediate Vocal Studies	
MUS207	Guitar Principles	
MUS230	African Drumming	
MUS304	Advanced Vocal Studies (Recording and Performance)	
MUS305	Rock/Blues Guitar	
MUS306	Musical Creativity and Vocal Performance	
KLA AREA: PDHPE		
<u>Relevant Areas of Academic Study:</u> Few areas are offered at Macquarie: see designated units.		
ECH229	Health in Early Childhood	
HLTH200	Contemporary Health Issues	

A4. KLA Worksheet

In order to meet the Australian Institute for Teaching and School Leadership (AITSL), minimum Key Learning Area discipline study requirements, students must undertake at least one academic year of study relevant to one or more learning areas of the primary school curriculum. AITSL defines one academic year as being equivalent to eight semester-long units of study. The requirements of the Macquarie Teacher Education Program are, however, more prescriptive.

English, Mathematics, Science and Technology, Human Society and its Environment and Creative Arts are nominated as preferred areas for undergraduate study.

- **BABEd(Primary):** Students enrolled in the BABEd(Primary) satisfy the AITSL and School of Education KLA content requirements by completing at least eight units across four or more KLAs. See the Recommended Program of Study on Page 17.
- **BScDipEd:** Students enrolled in the BScDipEd satisfy the AITSL and School of Education KLA content requirements by completing four units in the Science & Technology KLA, two units in Mathematics (in most instances) and one unit in each of two additional KLAs. See the Recommended Program of Study on Page 18.
- **BA-PsychDipEd:** Students enrolled in the BA-PsychDipEd satisfy the AITSL and School of Education KLA content requirements by completing four units in the Science & Technology KLA, one in English or Linguistics, and one unit in each of two additional KLAs. See the Recommended Program of Study on Page 19.

NOTES

1. We strongly advise all students to complete at least two units in English
2. EDUC260, EDUC289 and & EDUC108 are recognised as content units for English, HSIE and Science & Technology respectively.
3. No more than two units at 100 level may be undertaken in any KLA.

1. English	<u>EDUC260</u>	_____
	_____	_____
2. Mathematics	_____	_____
	_____	_____
3. Science & Technology	_____	_____
	_____	_____
4. HSIE	_____	_____
	_____	_____
5. Creative & Practical Arts	_____	_____
	_____	_____
6. PDHPE	_____	_____
	_____	_____

- Students who do not have a minimum of 2 units of HSC English at Band 4 must complete LING291 *Writing in English*
- Students who do not have a minimum of 2 units of HSC General Mathematics at Band 4 must complete MATH106 *A View of Mathematics*

NOTE: Units completed to meet the Band 4 requirements for English and Mathematics cannot be counted as satisfying the KLA content requirements for English and Mathematics.

2012 Primary 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