

MACQUARIE
UNIVERSITY



FACULTY OF
HUMAN SCIENCES

MACQUARIE UNIVERSITY
Faculty of Human Sciences

DEPARTMENT OF EDUCATION

TEACHER EDUCATION PROGRAM

STUDENT GUIDE
2010

SECONDARY

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

Prepared by the Teacher Education Program, Department of Education

Production: Publications, Macquarie University

October 2009

All correspondence should be addressed to:

The Registrar
Macquarie University, NSW 2109
Telephone: (02) 9850 7111

Welcome

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

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

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

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

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

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

Dr Grant Kleeman
Director, Teacher Education Program

Continuing Macquarie students (those enrolled before 1 January 2010)

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

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

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

Bachelor of Arts with the Diploma of Education
Major in Human Geography

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

Table of Contents

STAFF DIRECTORY	4
ACADEMIC ADVICE	7
HOW TO USE THIS GUIDE	9
SECTION 1	10
MACQUARIE UNIVERSITY'S TEACHER EDUCATION PROGRAM	10
1.1 OVERVIEW	10
1.2 PRE-SERVICE PROGRAMS IN TEACHER EDUCATION	11
SECTION 2	13
GENERAL ADVICE ON PLANNING A PROGRAM OF STUDY	13
2.1 IMPROVING EMPLOYMENT OPPORTUNITIES	13
2.2 ABORIGINAL STUDIES AND ABORIGINAL EDUCATION.....	13
2.3 ACHIEVING A BALANCED PROGRAM	13
2.4 COMPUTER PROFICIENCY	14
SECTION 3	15
PLANNING A PROGRAM OF STUDY IN SECONDARY TEACHER EDUCATION	15
3.1 INTRODUCTION.....	15
3.2 PATTERN ONE - THE FOUR YEAR (FULL-TIME) PROGRAM	16
<i>Degree requirements</i>	16
3.3 PATTERN TWO – THE GRADUATE DIPLOMA IN EDUCATION (FULL-TIME)	21
3.4 PATTERN THREE - THE GRADUATE DIPLOMA IN EDUCATION (PART-TIME)	24
3.5 PROFESSIONAL EXPERIENCE	27
3.6 NSW INSTITUTE OF TEACHERS REQUIREMENTS	28
3.7 THE 200-LEVEL PROFESSIONAL CURRICULUM UNITS	29
3.8 THE 400-LEVEL PROFESSIONAL CURRICULUM UNITS	30
3.9 PROFESSIONAL EXPERIENCE UNITS.....	31
3.10 METHODOLOGY UNITS.....	32
3.11.1 <i>English and Drama</i>	32
3.11.2 <i>English as a Second Language</i>	34
3.11.3 <i>Social Sciences</i>	34
3.11.4 <i>History</i>	36
3.11.5 <i>Mathematics</i>	37
3.11.6 <i>Information and Communication Technologies</i>	37
3.11.7 <i>Languages</i>	38
3.11.8 <i>Science</i>	39
SECTION 4	41
HONOURS DEGREES	41
4.1 BA DIPED WITH HONOURS	41
4.2 BA(HONS)/BA-PSYCH(HONS)/BSC(HONS) DIPED	42

STAFF DIRECTORY

		Phone 9850-	Fax 9850 -
Head of Department	Professor John Hedberg Professor of ICT and Education john.hedberg@mq.edu.au	8665	8677
Director, TEP	Dr Grant Kleeman Senior Lecturer, Secondary grant.kleeman@mq.edu.au	8676	8674
Academic Staff	Dr Matt Bower Lecturer, Secondary ICT matt.bower@mq.edu.au	8626	8674
	Dr Michael Cavanagh Senior Lecturer, Secondary Mathematics michael.cavanagh@mq.edu.au	8239	8674
	Assoc Professor Pamela Coutts Assoc Professor, Education pamela.coutts@mq.edu.au	8444	8677
	Dr William DeJean Lecturer, Education william.dejean@mq.edu.au	4298	8674
	Dr John De Nobile Lecturer, Education john.denobile@mq.edu.au	8681	8674
	Ms Louella Freeman Lecturer, Education louella.freeman@mq.edu.au	8619	8674
	Dr Neil Harrison Senior Lecturer, Primary Education neil.harrison@mq.edu.au	8716	8674
	Dr Meeri Hellstén Senior Lecturer, Education meeri.hellsten@mq.edu.au	8675	8674
	Mr Rod Lane Lecturer, Secondary HSIE rod.lane@mq.edu.au	9172	8674
	Dr Wayne Leahy Lecturer, Education wayne.leahy@mq.edu.au	8672	8674

	Phone 9850-	Fax 9850 -
Mrs Jennie Marston Lecturer, Primary Education jennifer.marston@mq.edu.au	8646	8674
Dr Norman McCulla Senior Lecturer, Education norman.mcculla@mq.edu.au	8650	8674
Dr Anne McMaugh Lecturer, Education anne.mcmaugh@mq.edu.au	8663	8674
Dr Robyn Moloney Lecturer, Secondary Languages robyn.moloney@mq.edu.au	8605	8674
Assoc Professor Joanne Mulligan Assoc. Prof, Primary Education joanne.mulligan@mq.edu.au	8621	8674
Dr Kerry-Ann O'Sullivan Senior Lecturer, Secondary English and Drama kerryann.osullivan@mq.edu.au	8702	8674
Dr David Saltmarsh Senior Lecturer, Education david.saltmarsh@mq.edu.au	8798	8674
Mrs Amanda Stavert Lecturer, Secondary English amanda.stavert@mq.edu.au	8608	8674
Dr Kathy Stewart Lecturer, Primary Education katherine.stewart@mq.edu.au	8641	8674
Dr Colin Symes Lecturer, Education colin.symes@mq.edu.au	8639	8674
Dr Penny Van Bergen Lecturer, Education penny.vanbergen@mq.edu.au	8662	8674

	Dr Wilhelmina Van Rooy Senior Lecturer, Secondary Science wilhelmina.vanrooy@mq.edu.au	8664	8674
	Ms Louise Zarmati Lecturer, Secondary History louise.zarmati@aces.mq.edu.au	8637	8674
Professional Experience Administration Officer	Ms Nanette La Cava nanette.lacava@mq.edu.au	8717	9240
Personal Assistant to Head of Department & Director of TEP	Mrs Darcy Le Raye darcy.leraye@mq.edu.au	8665	8677
Administration Manager	Mrs Alison Pollard alison.pollard@mq.edu.au	8656	8674
Department Office	Ms Nikki de Souza Administrative Assistant nikki.desouza@mq.edu.au	8704	8674
	Ms Marisa Pongan Administrative Assistant marisa.pongan@mq.edu.au	8654	8674
	Mrs Shyam Howlin Administrative Assistant shyam.howlin@mq.edu.au	8679	8674

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 and the University's Undergraduate 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 staff on 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/Drama	Dr Kerry-Ann O'Sullivan
English	Mrs Amanda Stavert
Geography, Legal Studies, Society & Culture	Dr Grant Kleeman
History	Ms Louise Zarmati
Information and Communication Technologies	Dr Matt Bower
Languages/ESL	Dr Robyn Moloney
Mathematics	Dr Michael Cavanagh
Science	Dr Wilhelmina Van Rooy

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 and for each type, students must contact one of the following academics:

Assoc Prof Pamela Coutts	Assoc Prof Joanne Mulligan
Dr John De Nobile	Dr Norman McCulla
Dr Neil Harrison	Dr Kerry-Ann O'Sullivan
Prof John Hedberg	Dr David Saltmarsh
Dr Grant Kleeman	Dr Wilhelmina Van Rooy

Approvals in excess of 14 credit points

Students who wish to undertake an academic program in excess of 14 credit points in any semester must complete the form APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS IN A SEMESTER that is available on the <http://www.registrar.mq.edu.au/academic-index.html>

(Undergraduate Student Forms), and then seek advice and approval from one of the academics listed above. Please note that approval is not automatic and depends on your academic progress and reasons for the excess load.

Exemptions

Exemptions are granted when students have been given credit for previous study (CPS) and have studied one or more units similar to planned units in their program. They must then seek specific exemptions for the nominated units from the Department that offers them. For EDUC and TEP units only, students must contact one of the academics listed above.

HOW TO USE THIS GUIDE

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

Students should use this Guide in conjunction with the current *Macquarie University Undergraduate 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 employment requirements. 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 BA DipEd 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 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 pre-service teacher education programs at undergraduate and graduate level. Graduates of these programs will satisfy the Graduate Standards of the NSW Institute of Teachers.

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: BA DipEd, BA-Psych DipEd, BSc DipEd.

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 February, or two years of part-time study.

Professional Experience

In the combined Bachelor/Diploma in Education program this professional experience usually occurs in the final two years after students have built up their academic knowledge in the relevant areas. While professional experience is spread across two years, the majority of time in schools is completed in the final year of the program. A feature of this professional

experience is that the student usually spends one day a week in school as well as completing several block periods of five or ten days. While in school, the student works with an experienced teacher who acts as a mentor responsible for supervision and education in classroom skills of the student, and who liaises with academic staff at the university. The benefit of this program is that students are able to build up a knowledge of the school situation over time, as well as to see pupils' growth in learning thus gaining a more comprehensive view of the curriculum in practice. There is also time for students to reflect on what they see and do, and to relate practice to theory, and theory to practice.

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 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 situations:

- 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; and
- working with technology including computers.

The Department 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 Department of Education offers EDUC388 *Aboriginal Education: Issues and Approaches* and there are also relevant units available listed under the 'Indigenous Studies' entry in the *Undergraduate 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 Year 4. 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/BSc DipEd program 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 Department of Education has a Teacher Education Learning Lab (TEL Lab) that provides a multi-platform resource centre with a range of software across all Key Learning Areas, K-12. Students are encouraged to use the centre to gain experience on different platforms, evaluate available software and prepare teaching resources.

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

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

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

SECTION 3

PLANNING A PROGRAM OF STUDY IN SECONDARY TEACHER EDUCATION

3.1 Introduction

The Teacher Education Program offers three patterns of study for intending secondary teachers. Pattern one is a four-year concurrent BA DipEd, BA-Psych DipEd or BSc DipEd. Pattern two is a one-year Graduate Diploma in Education available to graduates holding a Bachelor degree from a recognised university. Pattern three is the Graduate Diploma in Education in a part-time mode. 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	Unit offered during the day in Semester 1
D2	Unit offered during the day in Semester 2
X1	Unit offered externally in Semester 1 (i.e. no weekly on-campus attendance)
X2	Unit offered externally in Semester 2 (i.e. no weekly on-campus attendance)
D/E1	Unit offered day or evening Semester 1
D/E2	Unit offered day or evening Semester 2
D3	Unit offered during the day across both semesters
V1	Unit offered in vacation (February)
V2	Maths and Science continuing students enrol in TEP388 V2, but complete their studies within the context of TEP395 (February)
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

Honours Degrees

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

3.2 Pattern One - The Four Year (Full-time) Program

Macquarie offers a four-year combined BA DipEd, BA-Psych DipEd and BSc DipEd, 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.

Degree requirements

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

- 68 credit points that satisfy requirements for the award of the Bachelor’s degree.
- The required EDUC and TEP units. All students will complete a minimum of 12 credit points in EDUC and at least 21 credit points in TEP units.

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’s Undergraduate 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 a minor to their academic program or satisfy the Institute’s minimum requirement of two years of study (4 units), including at least units at 200-level and above.

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.

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

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

- the maximum number of 100-Level credit points that can be counted towards a Bachelors degree is 36;
- at least 38 credit points need to be undertaken above 100-level, with 18 credit points at 300-level or above including the major for the Bachelors component of your degree/diploma;
- a minimum of 42 credit points must be identified as belonging to a particular degree;
- a graduating student can only count a 300-level unit they have studied towards one major or one minor; and
- the major shall appear on the graduate’s testamur and transcript. A minor will appear on the transcript only.

People and Planet units

Beginning in Semester I 2010, all enrolling students will be required to include at least **one** designated 'People' unit and **one** 'Planet' unit in the academic program. You should ensure that you meet this requirement as you plan your program. Students are required to complete one of these units outside the department in which they are completing their qualifying major and one outside the faculty administering the major.

NSW Institute of Teachers Content Requirements

The NSW Institute of Teachers mandates minimum content requirements for accreditation as secondary school teacher in NSW.

These requirements are:

First teaching subject/area

Three years (6 units) of undergraduate studies in one subject with at least four of these units at 200-level or above.

Second teaching subject/area

Two years (4 units) of undergraduate studies with at least two units at 200-level or above.

It is important to note that meeting the Institute's content requirements does not negate the need to satisfy the degree requirements outlined above.

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.

Maximum workload per semester

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

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.

Students are normally expected to have completed at least 6 credit points at 200-level or higher in *relevant units* before enrolling in TEP387 in their third year of study.

Suggested pattern of study

First year of full-time study

Most students are preparing to teach two secondary subjects. When planning the academic program students should ensure that they meet any subject specific requirements as set out in the Section 3.10 of the *Student Guide (Secondary)*.

Because of the requirements of the BA-Psych DipEd, 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 semester if a second teaching subject is required. 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 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)

Availability of EDUC units:

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

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 3.10 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.

Availability of EDUC units:

EDUC258 Mathematics in Schools*	3cp	D1, X1
EDUC260 Language, Literacy and Learning	3cp	D1, X1
EDUC262 Education: The Learner	3cp	D2, X2
EDUC261 Information Technology and Education	3cp	D1
EDUC264 Education: The Policy Context	3cp	D1, X1
EDUC267 Introduction to Curriculum and Pedagogy	3cp	D1, X1
EDUC289 Human Society and its Environment	3cp	D1
EDUC365 Educational Assessment	3cp	D2, X2
EDUC383 Education in a Global Society	3cp	D2, X2
EDUC386 Gender and Education	3cp	D1, X1
EDUC388 Aboriginal Education – Issues and Approaches	3cp	D2

PLEASE NOTE:

- * Intending Mathematics teachers **must** complete EDUC258

In order to complete the requirements of the BA-Psych DipEd 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 Semester 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 program for Year 2 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 3 credit points from 200-level EDUC, further PSY units or units from the teaching area (at either 200- or 300-level).

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 and then TEP388 (V2) the following February, or completing TEP395 at the beginning of their fourth year. BA-Psych DipEd students may also choose this option.

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

TEP387 Curriculum and Instruction in the Secondary School I	3cp	D1
TEP388 Curriculum and Instruction in the Secondary School II	3cp	D2
TEP248 Key Competencies in Inclusive Education	3cp	D2, X2

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 Semester 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.

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

TEP401 Professional Experience I	3cp	D1
TEP402 Professional Experience II	3cp	D2

TEP First Teaching Subjects

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

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

TEP 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.

TEP421	Economics/Business Studies in the Secondary School I	3cp
TEP423/4	English in the Secondary School I & II	3cp/3cp
TEP425	Geography in the Secondary School I	3cp
TEP427	History in the Secondary School I	3cp
TEP431	Languages in the Secondary School I	3cp
TEP440	Society and Culture in the Secondary School 1	3cp
TEP442	English as a Second Language in Schools I	3cp
TEP441	Legal Studies in the Secondary School I	3cp
TEP444	ICT in the Secondary School 1	3cp
TEP451	Drama in the Secondary School I	3cp

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

EDUC363	Education as Social Development	3cp
EDUC365	Educational Assessment	3cp
EDUC373	Literacy in a Multicultural Society	3cp
EDUC383	Education in a Global Society	3cp
EDUC386	Gender and Education	3cp
EDUC388	Aboriginal Education – Issues and Approaches	3cp
TEP245	Teaching the Gifted and Talented Student	3cp

3.3 Pattern Two – The Graduate Diploma in Education (Full-time)

The Graduate Diploma in Education (GDipEd) program is for graduates interested in secondary teaching. This program is open to graduates of a recognised university holding a Bachelor degree which contains an appropriate academic major.

The GDipEd is an internationally recognised professional qualification for secondary teaching. Students can complete this program in one year of full-time study commencing in late January, or two years of part-time study.

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

Typical Full-time program

Year 1	
Sem 1	Sem 2
TEP395 (January–February)	EDUC2XX
EDUC107	TEP248 (Inclusive Education unit)
EDUC2XY	
TEP4XX (first teaching subject)	TEP4XY (first teaching subject)
TEP401 (professional experience)	TEP402 (professional experience)
TEP4XZ/TEPXA Second teaching subject methodology if required (Semester 1 and/or 2)	
Notes:	
<ol style="list-style-type: none"> 1. Students may choose to complete both a double major, or a teaching minor, depending on their academic studies in their first degree. A second teaching subject is highly recommended for Geography and History teachers. 2. Students must complete EDUC107 (or EDUC105 & EDUC106), EDUC262 or EDUC264 and at least one other 200- or 300-level EDUC unit. Note: All students MUST complete at least 3 EDUC units (9 credit points) to graduate. Students may choose to complete both EDUC262 and EDUC264. 3. Intending Maths teachers must complete EDUC258. All other students can choose their third (or fourth) EDUC unit from the range of units available. 4. Note: 6 of the EDUC credit points must be above 100-Level 	

Further Information about EDUC Units

Within the three units of EDUC that are required, there is little choice, except in mode of offering. All students complete EDUC107* (*or* EDUC105 and EDUC106), unless exempted, and all students must complete either EDUC262 or EDUC264.

- * 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.

A fourth EDUC unit (required if the students elects to do EDUC107 rather than both EDUC105 & EDUC106) may be selected from either 200-or 300-level offerings, except for intending Mathematics teachers who must complete EDUC258.

EDUC units and their availability

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
EDUC262	Education: The Learner	3cp	D2, X2
EDUC264	Education: The Policy Context	3cp	D1, X1
EDUC258	Mathematics in Schools	3cp	D1, X1
EDUC260	Language, Literacy and Learning	3cp	D1, X1
EDUC261	ICTs and Education	3cp	D1
EDUC267	Introduction to Curriculum and Pedagogy	3cp	D2, X2
EDUC289	Human Society and its Environment	3cp	D1
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	D1, X1
EDUC388	Aboriginal Education – Issues and Approaches	3cp	D2, X2

Further Information about TEP Units

Compulsory TEP units include the introductory curriculum and methodology unit, the mandatory unit on inclusive education, professional experience and at least one major teaching sequence (the students first teaching subject/area). Unit titles and offerings are listed below

TEP248	Key Competencies in Inclusive Education	3cp	D2, X2
TEP395	Curriculum and Instruction in the Secondary School 1A	3cp	D1 (Jan-Feb)
TEP401	Professional Experience II	3cp	D1
TEP402	Professional Experience II	3cp	D2

TEP First Teaching Subjects

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

TEP421/422	Economics/Bus. Stud. in the Secondary School I & 2 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

TEP 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
TEP423/4	English in the Secondary School I & II	3cp/3cp	D1
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 1	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

TEP245	Teaching the Gifted and Talented Student	3cp	D2
TEP244	Technologies in Schools	3cp	D2

3.4 Pattern Three - The Graduate Diploma in Education (Part-time)

The Graduate Diploma in Education (GDipEd) program is for graduates interested in secondary teaching. This program is open to graduates of a recognised university holding a Bachelor degree which contains an appropriate academic major.

The GDipEd is an internationally recognised professional qualification for secondary teaching. Students can complete this program in one year of full-time study commencing in February, or two years of part-time study.

Requirements

GDipEd students must 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.

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 the February of the second year of their studies.

Typical Part-time program

Year 1	
Sem 1	Sem 2
EDUC107	EDUC2XX
EDUC2XY	TEP248 (Inclusive Education unit)
TEP387 (Sem 1) and TEP388 (Sem 2) OR TEP395 the following January–February	
Year 2	
Sem 1	Sem 2
TEP395 (January–February)	
TEP4xx (Major methodology I)	TEP4xy (Major methodology II)
TEP401 (Professional experience unit)	TEP402 (Professional experience unit)
TEP4xz Second teaching methodology if required	
Notes: Students may choose to complete a double major, or a teaching minor, depending on their academic studies in their first degree. A second teaching subject is highly recommended for Geography and History teachers.	
Notes: Students must complete EDUC107 (OR EDUC105, EDUC106), EDUC262 or EDUC264, and (if required) one other 200- or 300-level EDUC unit. Note: All students MUST have completed at least three EDUC units (9 credit points) to graduate. Of these, 6 credit points (two units) must be above 100-Level.	
Intending Maths teachers must complete EDUC258. All other students can choose their third EDUC unit (or fourth if required) from the range of 200 and 300-level units available.	

EDUC units and their availability

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

- * EDUC107 is available only to graduate students and address 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.

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

All students complete either EDUC262 or EDUC264.

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

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.

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

The other 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

Students may also choose from a range of 300-level EDUC units. The following units may be of particular interest:

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	D1, X1
EDUC388 Aboriginal Education – Issues and Approaches	3cp	D2

Students who did not complete TEP387/388 in the first year must enrol in TEP395.

TEP395 Curriculum and Instruction in the Secondary School	3cp	D1 (Jan-Feb)
-----------------------------------------------------------	-----	--------------

All students are required to undertake TEP401 and TEP402. All students must also complete TEP248.

TEP401 Professional Experience II	3cp	X1
TEP402 Professional Experience IIA	3cp	X2

and

TEP248 Key Competencies in Inclusive Education 3cp D2, X2

TEP First Teaching Subjects

Students must complete at least one of the following 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

TEP Second Teaching Subjects

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

TEP421	Economics/Bus. Stud. in the Secondary School I	3cp	D1
TEP423/4	English in the Secondary School I & II	3cp/3cp	D1
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 1	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

TEP245	Teaching the Gifted and Talented Student	3cp	D2
TEP244	Technologies in Schools	3cp	D2

3.5 Professional Experience

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

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 these 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.

The professional experience program is based on a developmental model with 15 days in third year and 45 days in the final year. In the final year students work under the guidance of a Master Teacher and attend the allocated school one day per week while university classes are being held, and for blocks of time during university recesses.

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 master teachers is the responsibility of the Department 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 entails attendance at a one day seminar. The date will be advised.

Some students experience initial difficulties in schools. It is vital that they realise that many others have progressed to a fully competent teacher from a slow start. All students have ready access to their curriculum lecturer through office visits, telephone calls and email. These are in addition to the normal weekly curriculum workshops. Students are strongly urged to seek support from both their Master 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 master teachers in monitoring student progress. Where progress is delayed for any reason, the Master Teacher informs the university of his/her concerns. Depending on the circumstances the student may be deemed to be 'at risk'. If this occurs the student will be notified in writing.

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

- additional supervisory visits by academic staff;
- more detailed oral and written feedback from master teachers and academic staff;
- the identification of specific areas needing improvement;
- additional days of professional experience; and
- referral to university-based support services.

If reasonable progress has not been observed, the Department of Education reserves the right to place the student at a different school. 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 Master 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 Department of Education staff (academic supervisor) in consultation with the relevant Master 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.

3.6 NSW Institute of Teachers Requirements

In order to satisfy the NSW Institute of Teachers (NSWIT) requirements for discipline knowledge, any intending teacher must complete a three year sequence of at least six units (defined as semester-long, three credit point, units of study) for their first teaching subject and at least four units (with two over 100-level) for a second teaching subject. The Macquarie requirements are more stringent, requiring a minimum of 12 credit points at 300-level for a major teaching subject. As a consequence, a major sequence is usually a minimum of 24 credit points. The NSWIT also outlines specific discipline requirements for teaching areas that are outlined on the following pages.

New South Wales Institute of Teachers: <http://www.nswteachers.nsw.edu.au/>

The following sections detail the professional curriculum units for intending secondary teachers. Section 3.8 details the 200-level units and Section 3.9 the 300/400-level units. Students are advised to note carefully the prerequisites and studies in relevant units that are expected.

3.7 The 200-level Professional Curriculum Units

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 3 cp D1, X1, X2

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

and

Nine credit points at 200-level in relevant units, i.e. in at least one of the chosen teaching subject areas. Details of ‘relevant units’ are given overleaf.

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 TEP295.

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 cps (for continuing students who have added a DipEd late in their program).

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.

Relevant Units to satisfy the ‘expected knowledge’ requirements for TEP387

The relevant units which meet this requirement depend upon the intended area of teaching. Below is a summary of recommendations for each subject area.

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 (6 credit points) of ENGL studies at 200 or 300-level.
- At least 1 unit (3 credit points) of Linguistics from LING109, 110, 120 or 291.

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).

NOTE: Intending Mathematics and Science teachers must complete either TEP387 and TEP388 V2 in January-February the following year, or TEP395 in January/February of their final year.

3.8 The 400-level Professional Curriculum Units

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, a coherent academic program of study in your main teaching subject.

In their final year students enrol in one or more of the following unit sequences, along with TEP401/TEP402:

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

TEP423 and TEP424 English in the Secondary School I and II

TEP425 and TEP426 Geography in the Secondary School I and II

TEP427 and TEP428 History in the Secondary School I and II

TEP429 and TEP430 Mathematics in the Secondary School I and II

TEP431 and TEP432 Languages in Schools I and II

TEP433 and TEP434 Science in the Secondary School I and II

In order to be qualified in two 'first' teaching subjects, students must complete an additional unit sequence from the above list. Qualifications in a second teaching subject require (with the exception of English) only 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.

TEP440 Society and Culture in the Secondary School I

TEP442 English as a Second Language in Schools I

TEP441 Legal Studies in the Secondary School I

TEP444 ICT in the Secondary School I

TEP451 Drama in the Secondary School I

Students are advised that careful planning of their program of study is required to enable the satisfactory completion of the prerequisites for units in two secondary teaching subjects.

3.9 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 Grad DipEd students under the guidance of a Master Teacher. Normally, students attend school one day a week. In addition, students are required to attend specified 'block' periods of time 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 should consult the Professional Experience Guide for more detailed information.

3.10 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.

3.11.1 English and Drama

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 within a secondary school context. Emphasis is given to the classroom application of the New South Wales syllabus documents for Years 7-10 (Stages 4-5) and for Years 11-12 (Stage 6). TEP424 extends the work covered in TEP423. There is a more detailed exploration of strategies for responding to, and composing a range of types of texts, including visual and ICTs, as well as planning for assessment across a variety of language modes.

Academic Majors

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, 110, or LING120, or LING291

Academic minors: 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, 110, or LING120, or LING291

NB. Students who want English as a second teaching need to have completed 18 credit points.

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

2 units from the following 3 units **must** also be completed:

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

3.11.2 English as a Second Language

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 minor sequence and is open to all primary or secondary TEP students who satisfy the prerequisites.

The academic prior knowledge for TEP442 is four units (12cp) with two units (6cp) at 200-level or above in Linguistics or Languages. For additional information please consult the relevant academic advisor.

The major emphasis of the unit is upon 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.

3.11.3 Social Sciences

In New South Wales Economics, Geography, Commerce, Business Studies, Legal Studies, Aboriginal 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. You may take a major and minor or two major teaching subjects.

Economics and Business Studies

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

Although we offer Business Studies and Economics methodologies within one unit, students are accredited for each subject separately by the NSW Institute of Teachers. Please note that Macquarie University's requirements are more stringent than those of the NSWIT.

Specific requirements

Business Studies as a first teaching subject: the applicant's undergraduate studies must include a sequence of six units in business related studies. The sequence of units must include at least one unit of finance or accounting (e.g. ACCG100) one unit of business management (e.g. BBA102), and two units in economics (one unit in macroeconomics and one in microeconomics). The remaining units can be drawn from business law, economics, human resource management, industrial relations and marketing.

Business Studies as a second teaching subject: Students require two years of degree level study (four units) including at least one unit of business management (e.g. BBA102) and one unit of finance/accounting (e.g. ACCG100). The remaining units can be drawn from business law, economics, human resource management, industrial relations and marketing.

Economics as a first teaching subject: the applicant's undergraduate studies must include a sequence of 6 units in Economics (e.g. ECON110, 111, 203, 204 etc.) 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 undergraduate or appropriate postgraduate study (4 units) with at least two units at 200-level or above.

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 subject are required to complete only TEP425 provided they satisfy the prerequisites.

Students should include academic studies in both Physical and Human Geography at 200-level.

All students are expected to have a second teaching subject. Students should, therefore, complete academic units relevant to another teaching subject such as Legal Studies, Economics, Commerce, Business Studies, History, or Society and Culture.

Students will maximise their employment prospects if they combine their Geography major with Modern History as a second teaching subject.

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 or Economics/Business Studies.

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 4 units of relevant study with at least 2 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, AHIST, HIST, 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.

Legal Studies

TEP441 Legal Studies in the Secondary School

This unit is intended for students who wish to become 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 in the Social Sciences, for example History or Economics.

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.

3.11.4 History

TEP427 and TEP428 History in the Secondary School I & II

To complete an academic major in History students are required to undertake at least 24 credit points in Modern or Ancient History (*Egypt and Near East* or *Greece, Rome and Late Antiquity*) with at least 12cp (4 units) at 300-level. These qualifying History majors consist of a specified sequence of units (referred to as a *Program of Study*). These are detailed in the University's Undergraduate Handbook.

Students intending to be a secondary school History teacher typically complete a qualifying major in the History discipline they wish to teach (i.e. they specialise in either Ancient or Modern History as their first teaching subject).

To meet the requirements of the NSW Institute of Teachers (and the 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 in a discipline with at least 6 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; they can complete a double History major; or satisfy the Institute's minimum requirement for the second teaching subject. 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 your employment prospects, especially with the Department of Education and Training.

Many undergraduate students will choose to complete an academic minor in their second teaching subject rather than just meeting the Institute's minimum requirements.

Recommended History units include:

- AHST110 *Rome: From Republic to Empire* or AHIS212 *Rome and the Caesars*
- MHIS302 *Australian History since 1901*
- A unit in Aboriginal Studies such as MHIS201 *Indigenous-Settlers in Australia: Contact, Context and Shared Histories from 1750*.

Applicants for the Grad DipEd will be assessed against the Institute's requirements for History as a first and/or second teaching subject.

3.11.5 Mathematics

EDUC258 Mathematics in Schools

This unit is compulsory for all intending Secondary Mathematics teacher and all intending Primary teachers.

Lecture 1*	Monday	The Monday lecture focuses on the K-6 mathematics curriculum and is for intending primary teachers. Secondary students are welcome to attend the Monday lecture if they wish, but it is not a requirement of the unit.
Lecture 2*	Wednesday	The Wednesday lecture is a common lecture, and attendance is required for all students enrolled in the unit.
Tutorials*	Mon/Wed	There are separate tutorials for intending Primary and Secondary teachers. Please refer to the unit page on Blackboard for the time and location of the Secondary tutorials.

*Refer to the 2010 timetable for the time and location of these lectures and tutorials.

TEP429 and TEP430 Mathematics in the Secondary School I & II

It is recommended that students complete all the Mathematics education and teacher education units in their final year. A basic core of units around which individual programs can be planned is as follows:

MATH135, EDUC105	MATH136, EDUC106
MATH235	MATH236, EDUC2xx
MATH335, MATH337	MATH300, MATH3xx
TEP395, TEP429, TEP248, TEP401	TEP430, TEP402, EDUC258

Students planning to teach Mathematics are strongly recommended to 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.

3.11.6 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

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

COMP115 Introduction to Computer Science.

It is strongly recommended that students in TEP444 have completed 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) and/or two units that develop skills in information and communication technologies and information systems (eg database design including relational databases and communication systems/networking).

3.11.7 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 TEP Language staff.

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 secondary program as outlined earlier (see page 16). At the same time a major in a language will be undertaken.

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.
- The minimum acceptable language requirement is 12 credit points at 300-level in the first teaching subject. Where a language is undertaken as a second teaching subject,

completion of 4 units with at least 6 credit points at 200-level or above (with a 'Pass' grade or better) is acceptable for students continuing language study from the HSC. Students who commence language study at tertiary level are advised that a high level of fluency is required for classroom work.

- 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 might consider including in their program of study units from Linguistics. 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.

3.11.8 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, Geology 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 (CBMS101/103) 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 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.

ASTR178	Other Worlds: Planets and Planetary Systems
ASTR170	Introductory Astronomy
BIOL260	The 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
PHL260	Bioethics and Biotechnology
PHL232	Philosophy of Science
PHL249	Biology, Mind, and Culture

SECTION 4

HONOURS DEGREES

The University offers TWO types of Honours Programs:

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

4.1 BA DipEd with Honours

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

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

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

Students are strongly advised to complete STAT170.

To be awarded the BA DipEd with Honours students must complete:

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

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

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

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

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

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

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

For all students thinking about Honours:

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

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

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

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

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