Students commencing in 2018 are advised to retain the 2018 Student Guide and to refer to it in each subsequent year of study
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# Department of Educational Studies – Senior Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Professor Mary Ryan</td>
<td><a href="mailto:mary.ryan@mq.edu.au">mary.ryan@mq.edu.au</a></td>
</tr>
<tr>
<td>Director of Initial Teacher Education</td>
<td>Dr Fay Hadley</td>
<td><a href="mailto:fay.hadley@mq.edu.au">fay.hadley@mq.edu.au</a></td>
</tr>
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<td>Program Director - Primary Teacher Education</td>
<td>Dr John De Nobile</td>
<td><a href="mailto:john.denobile@mq.edu.au">john.denobile@mq.edu.au</a></td>
</tr>
<tr>
<td>Program Director - Secondary Teacher Education</td>
<td>Dr Michael Cavanagh</td>
<td><a href="mailto:michael.cavanagh@mq.edu.au">michael.cavanagh@mq.edu.au</a></td>
</tr>
<tr>
<td>Program Director, Early Childhood</td>
<td>Dr Helen Little</td>
<td><a href="mailto:helen.little@mq.edu.au">helen.little@mq.edu.au</a></td>
</tr>
<tr>
<td>Education Major Coordinator</td>
<td>Dr Rod Lane</td>
<td><a href="mailto:rod.lane@mq.edu.au">rod.lane@mq.edu.au</a></td>
</tr>
</tbody>
</table>

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- [Department of Educational Studies](#)
  - [Our People](#)
  - [Professional Experience](#)
- [Macquarie University Handbook 2018](#)
- [NSW Education Standards Authority](#)
WELCOME FROM THE DIRECTOR

Welcome to the Macquarie University Teacher Education Program. The program includes discipline studies in Education, curriculum studies, and a professional experience component. The sequence of units that you will study has been carefully designed to provide you with an excellent preparation for the secondary classroom. From time to time, there are also a variety of other activities on offer that will allow you to broaden your experience in teacher education if you would like to participate.

A particular feature of the Macquarie program is the focus on integrating theory and practice throughout your academic studies and the concurrent School Experience Program. These activities will afford you an excellent opportunity to develop a reflective stance on your classroom practice so that it is fully informed by the latest developments in educational theory and research-based evidence.

As you progress through your studies, I encourage you to view yourself not simply as a university student, but as a teacher education student who is preparing to join this challenging and rewarding profession. So, take every opportunity to fully engage in your academic work and make the most of all the opportunities presented to you during your school placements.

I wish you well in your endeavours.

Dr Michael Cavanagh
Director, Secondary Teacher Education Program

HOW TO USE THIS GUIDE

The information contained in this guide is for students entering the Bachelor of Education (Secondary) in 2018:

Use this Guide with the current University Handbook to:

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

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

- the Bachelor of Education (Secondary) degree
- and the NSW Education Standards Authority (NESA).

This Guide is designed to give the information that will allow students to make informed choices.

In the following sections, the term required is used to indicate those units which students must complete to satisfy the Bachelor of Education requirements. There are also units that students must take in order to satisfy prerequisites or corequisites for required units. This information can also be found in the University Handbook. The term recommended is used to identify those units which we feel provide students with a basis of knowledge and skills on which to develop as a teacher or which will enhance their prospects of employment.

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

Information in this guide is accurate at the time of publication.
ACADEMIC ADVICE

While care is always taken in the provision of academic advice it is ultimately the student's responsibility to see that their program satisfies both the Bachelor Degree Rules and the requirements of NESA. Students are expected to have consulted this Student Guide (also known as the TEP Guide) and the University Handbook before seeking advice.

Full information regarding about academic and program advisers is available on: https://students.mq.edu.au/support/study/academic-advisers.

Students in the Department of Educational Studies shall submit their requests via https://ask.mq.edu.au/.

EXEMPTIONS

Exemptions may be given when students have been granted recognition of prior learning (RPL) unspecified credit and have studied one or more units similar to planned units in their program. Students must seek specific exemptions for the nominated units from the department that offers them. Information about applying for recognition of prior learning and exemptions may be found at: http://www.mq.edu.au/study/high-school-students/getting-into-university/applying/recognition-of-prior-learning

APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS (CREDIT OVERLOAD)

If you wish to enrol in more than 14 credit points in session 1 or 2, or more than the standard number of credit points for any session, you will need to fill out the Credit Overload form.

Application to undertake more than the standard number of credit points in a Session

Please note that approval is not automatic and depends on your academic progress and reasons for the excess load.
SECTION 1
THE BACHELOR OF EDUCATION (SECONDARY) FOR GRADUATES

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

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

Secondary methodology units are available in the following subject areas:

<table>
<thead>
<tr>
<th>First Teaching Subjects</th>
<th>Second Teaching Subjects</th>
<th>Specialisation Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business Studies</td>
<td>• Business Studies</td>
<td>• English as a Second Language</td>
</tr>
<tr>
<td>• Economics</td>
<td>• Economics</td>
<td></td>
</tr>
<tr>
<td>• English</td>
<td>• English</td>
<td></td>
</tr>
<tr>
<td>• Geography</td>
<td>• Geography</td>
<td></td>
</tr>
<tr>
<td>• History (Ancient)</td>
<td>• History (Ancient)</td>
<td></td>
</tr>
<tr>
<td>• History (Modern)</td>
<td>• History (Modern)</td>
<td></td>
</tr>
<tr>
<td>• Languages</td>
<td>• Languages</td>
<td></td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Legal Studies</td>
<td></td>
</tr>
<tr>
<td>• Science</td>
<td>• Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Society and Culture</td>
<td></td>
</tr>
</tbody>
</table>

1.1 ACADEMIC PREREQUISITES FOR ADMISSION

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

• **First teaching subject**
  In your undergraduate degree you are required to have successfully undertaken the equivalent of three-quarters of a year (0.75 Equivalent Full Time Study Load – EFTSL) of discipline study, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two units at first year level and no fewer than two units at third year level.

• **Second teaching subject**
  If you wish to be qualified to teach a second or subsequent secondary teaching subject (for flexibility of employment) you are required to have successfully undertaken the equivalent of a half a year (0.5 EFTSL) of discipline study, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two units at first year level.

Some subject areas have very specific requirements which must be met. Full details regarding the NESA academic requirements for admission to graduate entry programs and relevant areas of academic subject content knowledge requirements for secondary teaching may be found in NESA Subject Content Requirements (Abridged) October 2015.

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

In some cases, applicants who do not have the required number of undergraduate content units may be made a conditional offer which will require them to complete specific additional units concurrently.
SECTION 2
PLANNING A PROGRAM OF STUDY

2.1 INTRODUCTION

The Bachelor of Education (Secondary) may be studied full-time or part-time. The Macquarie University Glossary defines full-time and part-time as follows:

- **Full-time student:** A student who is enrolled in units in an academic year which comprise at least 0.75 of an Equivalent Full-Time Study Load for the course for which they are admitted.
- **Part-time student:** A student who is enrolled in units in an academic year which comprise less than 0.75 of an Equivalent Full-Time Student Load for the course for which they are admitted.

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

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

Maximum workload per session

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

Students who wish to complete their program in the minimum time need to complete at least 12 credit points per session, if following a standard Session 1/Session 2 pattern of study. Programs of study in excess of 14 credit points in Sessions 1 and 2 require special approval (see page 7). Enrolment in Session 3 is limited to two units (6 credit points).

2.2 WHAT YOU WILL STUDY

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

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

- Minimum number of credit points for the degree: 72
- Minimum number of credit points at 200 level or above: 42
- Completion of a PACE unit: TEP401/TEP402
- Completion of other specific minimum requirements

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

2.2.1 RECOGNITION OF PRIOR LEARNING

Students accepted into the BEd(Secondary) automatically receive 24 credit points of unspecified credit. This unspecified credit will be applied to the elective component of the degree.

In addition to these 24 credit points, students may apply for specified credit (in accordance with the Schedule of Minimum Requirements at Macquarie University) if your prior learning is assessed to be relevant, current and matches learning outcomes of a Macquarie unit.

2.3 **Literacy and Numeracy Tests for Teacher Education Students**

In order to be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake and pass a *Literacy and Numeracy Test for Initial Teacher Education Students* (the test).

In New South Wales, Teacher Education Students must pass the test prior to commencing their final professional experience placement. In the Secondary program, the final professional experience unit is TEP402.

While students may sit the test at any time, it is strongly recommended that BEd(Secondary) students sit the test during the first year of enrolment.

Test resources and information is available on iLearn at http://ilearn.mq.edu.au/mod/page/view.php?id=3529290.

Information about the test and how to register is available at https://teacheredtest.acer.edu.au/.
### SPECIFIC MINIMUM REQUIREMENTS

**Bachelor of Education (Secondary)**

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

<table>
<thead>
<tr>
<th>Bachelor of Education (Secondary)</th>
<th>EDSE18V1</th>
</tr>
</thead>
</table>

**General requirements:**

- Minimum number of credit points for the degree: 72
- Of your 72 credit points, complete a maximum of 30 credit points at 100 level: 42
- Minimum number of credit points at 300 level or above: 18
- Completion of a designated PACE unit
- Completion of other specific minimum requirements as set out below

In order to graduate students must ensure that they have satisfied all of the general requirements of the award.

#### UNIT CP

**100 LEVEL**

| EDUC107 - Introduction to Educational Studies | 3 |
| or both: EDUC105 - Education: The Psychological Context and EDUC106 - Education: The Social and Historical Context | |

**200 LEVEL**

| EDUC267 - Classroom Management and Assessment | 3 |
| TEP248 - Key Competencies in Inclusive Education | 3 |
| EDUC262 - Education: The Learner | 3 |
| or EDUC264 - Education: The Policy Context | |

**300 LEVEL**

| EDTE302 - Introduction to Professional Experience in the Secondary School | 3 |
| TEP387 - Curriculum and Instruction in the Secondary School I | 3 |
| TEP388 - Curriculum and Instruction in the Secondary School II | 3 |

6 cp from

| EDTE units at 300 level or above | |
| EDUC units at 300 level or above | |
| TEP units at 300 level or above | 6 |

**400 LEVEL**

| TEP401 - Professional Experience in the Secondary School I | 3 |
| TEP402 - Professional Experience in the Secondary School II | 3 |

6 cp from

| TEP422 - Economics and Business Studies in the Secondary School II | |
| or 6cp from TEP422 - English in the Secondary School II | |
| TEP424 - English in the Secondary School II | |
| or 6cp from TEP425 - Geography in the Secondary School I | |
| TEP426 - Geography in the Secondary School II | |
| or 6cp from TEP427 History in the Secondary School I | |
| TEP428 History in the Secondary School II | |
| or 6cp from TEP429 Mathematics in the Secondary School I | |
| TEP430 Mathematics in the Secondary School II | |
| or 6cp from TEP431 Languages in the Secondary School I | |
| TEP432 Languages in the Secondary School II | |
| or 6cp from EDTE433 Science in the Secondary School I | |
| EDTE434 Science in the Secondary School II | 6 |

**Any level**

6cp from

| ACC5100 - Accounting in Society | |
| BBA102 - Principles of Management | CBMS units |
| EDUC units | ENGL units |
| MATH units | PHYS units |
| SOC units | SOCI units |

Balance of credit points required

Electives (automatic RPL of unspecified credit applied) 2

Total credit points required to satisfy this degree 72

1. Intending Mathematics teachers must complete EDUC258 Mathematics in Schools in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 Mathematics in Secondary School 1.
2. Intending English teachers are strongly encouraged to include EDUC260 Language, Literacy and Learning in their program.
3. All other students can choose an EDUC unit from the range of 200 and 300 level units available
4. Recognition of prior learning – see 2.2.1
2.4 SUGGESTED PATTERNS OF STUDY

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

2.4.1 BEd(Secondary) – ONE TEACHING SUBJECT ONLY

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

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>SUGGESTED FULL-TIME PATTERN OF STUDY – One teaching subject only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>EDUC107</td>
<td>EDUC267</td>
</tr>
<tr>
<td>3cp</td>
<td>3cp</td>
</tr>
<tr>
<td>EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260)</td>
<td>EDUC262 or EDUC2XX/3XX</td>
</tr>
<tr>
<td>3cp</td>
<td>3cp</td>
</tr>
<tr>
<td>TEP387</td>
<td>TEP388</td>
</tr>
<tr>
<td>3cp</td>
<td>3cp</td>
</tr>
<tr>
<td>EDUC3XX</td>
<td>EDTE302</td>
</tr>
<tr>
<td>3cp</td>
<td>3cp</td>
</tr>
</tbody>
</table>

YEAR 2

| **Session 1**   | **Session 2**                                                      |
| TEP4XX (first teaching subject methodology unit) | TEP4XY (first teaching subject methodology unit) |
| 3cp             | 3cp                                                                |
| TEP401          | TEP402                                                             |
| 3cp             | 3cp                                                                |
| EDUC3XX         | EDUC any level                                                      |
| 3cp             | 3cp                                                                |
| EDUC any level  | TEP248                                                             |
| 3cp             | 3cp                                                                |

1 Intending Mathematics teachers must complete EDUC258 Mathematics in Schools in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 Mathematics in Secondary School 1.

Intending English teachers are strongly encouraged to include EDUC260 Language, Literacy and Learning.

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>SUGGESTED PART-TIME PATTERN OF STUDY – One teaching subject only</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>EDUC3XX</td>
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<td>3cp</td>
<td>3cp</td>
</tr>
<tr>
<td>EDUC any level</td>
<td>TEP248</td>
</tr>
<tr>
<td>3cp</td>
<td>3cp</td>
</tr>
</tbody>
</table>

YEAR 4

| **Session 1**   | **Session 2**                                                      |
| TEP4XX (first teaching subject methodology unit) | TEP4XY (first teaching subject methodology unit) |
| 3cp             | 3cp                                                                |
| TEP401          | TEP402                                                             |
| 3cp             | 3cp                                                                |

1 Intending Mathematics teachers must complete EDUC258 Mathematics in Schools in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 Mathematics in Secondary School 1.

Intending English teachers are strongly encouraged to include EDUC260 Language, Literacy and Learning.
### 2.4.2 BEd(SECONDARY) – TWO TEACHING SUBJECTS

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

#### SUGGESTED FULL-TIME PATTERN OF STUDY – Two teaching subjects

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC107</td>
<td>3cp</td>
<td>EDUC267</td>
</tr>
<tr>
<td>EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260)</td>
<td>3cp</td>
<td>EDUC262 or EDUC2XX/3XX</td>
</tr>
<tr>
<td>TEP387</td>
<td>3cp</td>
<td>TEP388</td>
</tr>
<tr>
<td>EDUC any level</td>
<td>3cp</td>
<td>EDTE302</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>TEP4XX (first teaching subject methodology unit)</td>
<td>3cp</td>
<td>TEP4XY (first teaching subject methodology unit)</td>
</tr>
<tr>
<td>TEP401</td>
<td>3cp</td>
<td>TEP402</td>
</tr>
<tr>
<td>TEP4XX (second teaching subject methodology unit)</td>
<td>3cp</td>
<td>TEP4XX (second teaching subject methodology unit)</td>
</tr>
<tr>
<td>EDUC any level</td>
<td>3cp</td>
<td>TEP248</td>
</tr>
</tbody>
</table>

1. Intending Mathematics teachers must complete EDUC258 *Mathematics in Schools* in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 *Mathematics in Secondary School 1*.

Intending English teachers are strongly encouraged to include EDUC260 *Language, Literacy and Learning*.

#### SUGGESTED PART-TIME PATTERN OF STUDY – Two teaching subjects

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC107</td>
<td>3cp</td>
<td>EDUC267</td>
</tr>
<tr>
<td>EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260)</td>
<td>3cp</td>
<td>EDUC262 or EDUC2XX/3XX</td>
</tr>
<tr>
<td><strong>YEAR 2</strong></td>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>EDUC any level</td>
<td>3cp</td>
<td>TEP248</td>
</tr>
<tr>
<td>EDUC any level in S1 or S2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 3</strong></td>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>TEP387</td>
<td>3cp</td>
<td>TEP388</td>
</tr>
<tr>
<td>EDTE302</td>
<td>3cp</td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 4</strong></td>
<td><strong>Session 1</strong></td>
<td><strong>Session 2</strong></td>
</tr>
<tr>
<td>TEP4XX (first method)</td>
<td>3cp</td>
<td>TEP4XY (first method)</td>
</tr>
<tr>
<td>TEP401</td>
<td>3cp</td>
<td>TEP402</td>
</tr>
<tr>
<td>TEP4XX (second method)</td>
<td>3cp</td>
<td>TEP4XX (second method)</td>
</tr>
</tbody>
</table>

1. Intending Mathematics teachers must complete EDUC258 *Mathematics in Schools* in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 *Mathematics in Secondary School 1*.

Intending English teachers are strongly encouraged to include EDUC260 *Language, Literacy and Learning*. 

---
### SUGGESTED FULL-TIME PATTERN OF STUDY

**One teaching with two discipline specific content units**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC107</td>
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<td>EDUC267</td>
</tr>
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<td>EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260)</td>
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<td>TEP387</td>
<td>3cp</td>
<td>TEP388</td>
</tr>
<tr>
<td>ACCG100 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)</td>
<td>3cp</td>
<td>ACCG100 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)</td>
</tr>
</tbody>
</table>

YEAR 2

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEP4XX (first method)</td>
<td>3cp</td>
</tr>
<tr>
<td>TEP401</td>
<td>3cp</td>
</tr>
<tr>
<td>EDUC3XX</td>
<td>3cp</td>
</tr>
<tr>
<td>EDUC3XX</td>
<td>3cp</td>
</tr>
</tbody>
</table>

1 Intending Mathematics teachers must complete EDUC258 *Mathematics in Schools* in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 *Mathematics in Secondary School 1*.

Intending English teachers are strongly encouraged to include EDUC260 *Language, Literacy and Learning*.

### SUGGESTED PART-TIME PATTERN OF STUDY

**One teaching with two discipline specific content units**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>Session 1</th>
<th>Session 2</th>
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<tbody>
<tr>
<td>EDUC107</td>
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<td>EDUC267</td>
</tr>
<tr>
<td>(ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)</td>
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YEAR 2

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<td>EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260)</td>
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<td>EDUC3XX</td>
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YEAR 3

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<tr>
<td>TEP387</td>
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YEAR 4

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<td>TEP4XX (first method)</td>
<td>3cp</td>
</tr>
<tr>
<td>TEP401</td>
<td>3cp</td>
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</table>

1 Intending Mathematics teachers must complete EDUC258 *Mathematics in Schools* in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 *Mathematics in Secondary School 1*.

Intending English teachers are strongly encouraged to include EDUC260 *Language, Literacy and Learning*.
SECTION 3
THE PROFESSIONAL UNITS

3.1 PROFESSIONAL CURRICULUM (INCLUSIVE EDUCATION) UNIT – 200 LEVEL

3.1.1 TEP248 KEY COMPETENCIES IN INCLUSIVE EDUCATION

This introductory unit in Inclusive Education focuses on three main areas: normalisation and integration; effective teaching procedures; and models of best practice. Competencies in classroom behaviour management and data-based instruction are addressed. Emphasis is placed on strategies which will equip teachers working in regular classes to design and implement programs of instruction for a diverse range of children with special needs. TEP248 provides a firm foundation for students interested in pursuing further studies in Inclusive Education.

3.2 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS – 300 LEVEL

3.2.1 TEP387 AND TEP388 CURRICULUM AND INSTRUCTION IN THE SECONDARY SCHOOL I AND II

Students must complete TEP387 and TEP388, Curriculum and Instruction in the Secondary School I and II. TEP387 focuses on issues related to classroom teaching and TEP388 examines a range of educational issues that determine the context in which secondary schools operate. Graduate entry BEd(Secondary) students meet the requirements to enrol in TEP387 in S1 of their first year of enrolment. Students enrolling in a part-time pattern are advised to enrol in TEP387/388 in their second to last year of study.

3.3 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS – 400 LEVEL

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

3.3.1 FIRST TEACHING SUBJECT PROFESSIONAL CURRICULUM UNITS

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

- TEP421 and TEP422 Economics and Business Studies in the Secondary School I & II
- TEP423 and TEP424 English in the Secondary School I & II
- TEP425 and TEP426 Geography in the Secondary School I & II
- TEP427 and TEP428 History in the Secondary School I & II
- TEP429 and TEP430 Mathematics in the Secondary School I & II
- TEP431 and TEP432 Languages in Schools I & II
- EDTE433 and EDTE434 Science in the Secondary School I & II

3.3.2 SECOND TEACHING SUBJECT PROFESSIONAL CURRICULUM UNITS

If you have the subject content for a second teaching subject, you will also complete the relevant sequence of units listed below.

- TEP421 and TEP422 Economics and Business Studies in the Secondary School I & II
- TEP423 and TEP424 English in the Secondary School I & II
- TEP425 and TEP426 Geography in the Secondary School I & II
- TEP427 and TEP428 History in the Secondary School I & II
- TEP429 and TEP430 Mathematics in the Secondary School I & II
- TEP431 and TEP432 Languages in Schools I & II
- EDTE410 Social Sciences in the Secondary School 1 and TEP440 Society and Culture in the Secondary School I
- EDTE410 Social Sciences in the Secondary School 1 and TEP441 Legal Studies in the Secondary School I
3.4 SPECIALISATION IN ESL PROFESSIONAL CURRICULUM UNIT

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

Students undertaking this specialisation must have a strong and accurate knowledge of English grammar.

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.

RELEVANT AREAS OF ACADEMIC STUDY FOR THE ESL SPECIALISATION

Studies in linguistics and/or English provide a foundation for undertaking this unit. ESL is available as a specialisation and is available to graduate entry BEd(Secondary) students only with permission of the unit convenor.

Students who obtain permission will enrol in TEP442 English as a Second Language in Schools I

3.4 PROFESSIONAL EXPERIENCE UNITS

Professional experience begins in the first year of full-time enrolment. Students undertaking part-time study should plan their professional experience for the final two years of study.

Graduate entry Teacher Education Students must complete a minimum of 60 days in schools. The first 20 days are completed while enrolled in the methodology units TEP387/TEP388 and the professional experience unit EDTE302. The remaining 40 days are undertaken while enrolled in the 400 level methodology units and the professional experience units TEP401 and TEP402. While in schools, the Teacher Education Student is supervised by an experienced Professional Experience (PEX) Supervising Teacher who acts as a mentor.

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

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

When planning a program, students should arrange to have one full day each week free from other formal commitments at the University. This day may be a different day of the week in each half-year. In addition, before committing themselves to other activities in the mid-year break, students must take into account the required timing of the block teaching dates.


3.4.1 EDTE302 INTRODUCTION TO PROFESSIONAL EXPERIENCE IN THE SECONDARY SCHOOL

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

<table>
<thead>
<tr>
<th>EDTE302</th>
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<tbody>
<tr>
<td>The prerequisites for enrolment are: Enrolment in the graduate entry BEd(Secondary)</td>
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<tr>
<td>The corequisite for enrolment is: Enrolment in TEP387</td>
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</tbody>
</table>
3.4.2 TEP401 AND TEP402 PROFESSIONAL EXPERIENCE IN SECONDARY SCHOOL I AND II

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

In New South Wales, Teacher Education Students must pass the *Literacy and Numeracy Test for Initial Teacher Education Students* before you can commence your final professional experience placement unit, TEP402. Please refer to Section 2.3 of this Guide for further information.

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<thead>
<tr>
<th>TEP401</th>
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<th>TEP402</th>
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<tr>
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<td>The prerequisite for enrolment is:</td>
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<td></td>
<td>EDTE302 and</td>
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<td>TEP401 (Satisfactory) and</td>
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<td>3cp from TEP422 - EDTE434</td>
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