



MACQUARIE
University

Department of Educational Studies

Primary Teacher Education Program Graduate Entry Student Guide 2018

Bachelor of Education (Primary)

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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IMPORTANT LINKS

[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, units covering a range of Key Learning Areas for primary teaching, 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 primary 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 Professional 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 John De Nobile
Director, Primary Teacher Education Program

HOW TO USE THIS GUIDE

The information contained in this guide is for students entering the Bachelor of Education (Primary) 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 (Primary) must choose a pattern of study that fulfils the requirements of:

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

This *Guide* is designed to give the information that will allow students to plan their program of study.

In the following sections, the term *required* is used to indicate those units which students **must complete** to satisfy the Bachelor degree and 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*.

It is important for all students to refer to information in both the *University Handbook* and the *Graduate Entry BEd(Primary) 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 NESAs.

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 (PRIMARY) FOR GRADUATES

The Bachelor of Education (Primary) is available to graduates of a recognised university holding a Bachelor degree and who satisfy the NESAs KLA content requirements.

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.

Places in the BEd(Primary) 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.

1.1 ACADEMIC PREREQUISITES FOR ADMISSION

All applicants to the BEd(Primary) must hold a recognised Bachelor degree containing studies that satisfy the NESAs Key Learning Area (KLA) subject content requirements. The minimum requirement is one year of study (eight semester-long units of study) relevant to one or more KLAs. Appropriate postgraduate studies may also be considered.

Full details regarding the NESAs relevant areas of academic study in Key Learning Areas for primary teaching may be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/your-accreditation/future-teachers/primary-school> . *Link updated 20.11.18*

SECTION 2

PLANNING A PROGRAM OF STUDY

2.1 INTRODUCTION

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

2.2 WHAT YOU WILL STUDY

The Bachelor of Education (Primary) 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	EDTE301/EDTE403/EDTE404
▪ Completion of other specific minimum requirements	

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

2.2.1 Specific Minimum Requirements

Bachelor of Education (Primary)

Extracted from the [University Handbook](#)

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

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

Minimum number of credit points at 200 level or above 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	
EDTE251 - Curriculum and Teaching in the Primary School 1	3
EDTE252 - Curriculum and Teaching in the Primary School 2	3
EDUC258 - Mathematics in Schools	3
EDUC260 - Language, Literacy and Learning	3
EDUC267 - Classroom Management and Assessment	3
EDUC262 - Education: The Learner or EDUC264 - Education: The Policy Context	3
TEP248 - Key Competencies in Inclusive Education	3
300 LEVEL	
EDTE301 - Professional Experience in the Primary School 1	3
EDTE353 - Curriculum and Teaching in the Primary School 3	3
EDTE354 - Curriculum and Teaching in the Primary School 4	3
EDUC371 - Reading Acquisition in the Primary Classroom	3
400 LEVEL	
EDTE403 - Professional Experience in the Primary School 2	3
EDTE404 - Professional Experience in the Primary School 3	3
EDTE455 - Curriculum and Teaching in the Primary School 5	3
ETE456 - Curriculum and Teaching in the Primary School 6	3
Balance of credit points required (automatic RPL of unspecified credit applied) see page 7	24
Total credit points required to satisfy this degree	72

2.3 RECOGNITION OF PRIOR LEARNING

Students accepted into the BEd(Primary) 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. Prior learning assessed needs to be relevant, current and match the learning outcomes of a Macquarie unit.

Full information on all aspects of Recognition of Prior Learning may be found at <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/recognition-of-prior-learning>.

2.4 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 Primary program, the final professional experience unit is EDTE404.

While students may sit the test at any time during their enrolment, we strongly recommend waiting until satisfactory completion of both EDUC258, *Mathematics in Schools* and EDUC260, *Language, Literacy and Learning*. Most BEd(Primary) students will take the test in the second half of their first year of full-time study.

Information about the test and how to register is available at <https://teacheredtest.acer.edu.au/>.

Test resources are available for current students on iLearn: <http://ilearn.mq.edu.au/mod/page/view.php?id=3529290>.

2.5 SUGGESTED PATTERNS OF STUDY

The BEd(Primary) is a structured program with specific requirements, as outlined in Section 2.2. The charts below outline suggested programs of study showing you how the University requirements of the BEd(Primary) can be completed in two years full-time or four years part-time. This information must be read in conjunction with the [Macquarie University Handbook](#) and the requirements of the NESA.

Please keep in mind that these suggested patterns have been prepared based on the 2018 Timetable. The University timetable may change in future years, and some units may not be offered every year or may be discontinued and/or replaced. This information was accurate at publication. The on-line [Macquarie University Handbook](#) is the final authority on all current degree requirements.

2.5.1 Suggested pattern of study full time

Year 1 Session 1		Year 1 Session 2	
EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	TEP248	3 cp
EDUC260	3 cp	EDTE252	3 cp
EDTE251	3 cp	EDTE301	3 cp
Year 2 Session 1		Year 2 Session 2	
EDTE353	3 cp	EDTE354	3 cp
EDTE455	3 cp	EDTE456	3 cp
EDTE403	3 cp	EDTE404	3 cp
EDUC371	3 cp	EDUC262	3 cp

2.5.2 Suggested pattern of study part-time

Year 1 Session 1	Year 1 Session 2
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EDUC107	3 cp	EDUC267	3 cp
EDUC258	3 cp	EDUC262	3 cp
Year 2 Session 1		Year 2 Session 2	
EDUC260	3 cp	TEP248	3 cp
EDUC371	3 cp		
Year 3 Session 1		Year 3 Session 2	
EDTE251	3 cp	EDTE252	3 cp
EDTE353	3 cp	EDTE354	3 cp
		EDTE301	3 cp
Year 4 Session 1		Year 4 Session 2	
EDTE455	3 cp	EDTE456	3 cp
EDTE403	3 cp	EDTE404	3 cp

SECTION 3

THE PROFESSIONAL UNITS

3.1 PROFESSIONAL CURRICULUM (INCLUSIVE EDUCATION) UNIT

3.1.1 TEP248 Key Competencies in Inclusive Education

This 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

3.2.1 EDTE251 and EDTE252 – Curriculum and Teaching in Primary School 1 & 2

EDTE251 is the first in a sequence of six primary curriculum units and provides an introduction to primary teaching. This unit focuses on the syllabus structure, content and skills and pedagogical strategies for the key learning areas of English and Mathematics.

EDTE252 provides further development in the pedagogical aspects of teaching and learning in the primary school. This unit focuses on the syllabus scope and structure, content and skills of the key learning areas of Science & Technology and Human Society and Its Environment.

3.2.2 EDTE353 and EDTE354 – Curriculum and Teaching in Primary School 3 & 4

EDTE353 introduces students to the syllabus structure, content and skills associated with two key learning areas in the primary school, Creative Arts, and Personal Development, Health and Physical Education (PDHPE).

EDTE354 focuses on the syllabus structure, content and skills of the key learning areas of English and Mathematics.

3.2.3 EDTE455 and EDTE456 – Curriculum and Teaching in Primary School 5 & 6

EDTE455 emphasises reflective practice and quality teaching through interaction with units of work focusing on the key learning areas of Human Society and Its Environment and Science & Technology.

EDTE456, the final unit in the primary curriculum series, focuses on strategies that combine the six key learning areas to build meaningful connections within and across subject boundaries.

SECTION 4

THE PROFESSIONAL EXPERIENCE UNITS

4.1 INTRODUCTION

In the full-time BEd(Primary) program, professional experience begins in the first year of study. While in schools, the Teacher Education Student works with, and is supervised by, an experienced Professional Experience (PEX) Supervising Teacher who acts as a mentor. All Teacher Education Students must complete a minimum 60 days of supervised Professional Experience in schools.

Pattern of Professional Experience Two year full-time program

Year of Study	Units	Typical Number of Days	Session
Year 1	EDTE301	20	S2
Year 2	EDTE403 and EDTE404	40	S1 & S2

Pattern of Professional Experience Four year part-time program

Year of Study	Units	Typical Number of Days	Session
Year 3	EDTE301	20	S2
Year 4	EDTE403 and EDTE404	40	S1 & S2

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 and 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.

In Session 1 of their final year, students should arrange their program to include one full day each week free from other formal commitments at the University. In addition, before committing themselves to other activities in the mid-year break, students must take into account the required timing of the block teaching dates.

- Professional experience requirements are fully outlined on the [Professional Experience website](#).

4.2 EDTE301 PROFESSIONAL EXPERIENCE IN THE PRIMARY SCHOOL 1

This required unit is undertaken by all intending Primary teachers in conjunction with enrolment in either EDTE353 or EDTE354. Teacher Education Students work in a school, under the guidance of a PEX Supervising Teacher for at least 20 days. The placement includes a required block period and may also include additional days.

EDTE301	
▪ The prerequisite for enrolment is:	Admission to the BEd(Prim)
▪ The corequisite for enrolment is:	Enrolment in EDTE354 or Admission to the BEd(Prim)

4.3 EDTE403 AND EDTE404 PROFESSIONAL EXPERIENCE IN THE PRIMARY SCHOOL 2 & 3

These required units are undertaken by all intending primary teachers in conjunction with their final Primary methodology units. The placement includes required block periods and additional days. Twenty-five days are usually completed in each session.

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, EDTE404. Please refer to Section 2.3 of this Guide for further information.

EDTE403	
▪ The prerequisite for enrolment is:	EDTE353 <i>and</i> EDTE354 or Enrolment in the BEd(Primary)
	and
▪ The corequisite for enrolment is:	EDTE455

EDTE404	
▪ The prerequisite for enrolment is :	EDTE403
	and
▪ The corequisite for enrolment is:	EDTE456