



MACQUARIE
University

Department of Educational Studies

Secondary Teacher Education Program Graduate Entry Student Guide 2019

Bachelor of Education (Secondary)

Students commencing in 2019 are advised to retain the 2019 Student Guide and to refer to it in each subsequent year of study

TABLE OF CONTENTS

DEPARTMENT OF EDUCATIONAL STUDIES – SENIOR STAFF	2
IMPORTANT LINKS	2
DEPARTMENT OF EDUCATIONAL STUDIES	2
▪ <i>Our people</i>	2
▪ <i>Professional Experience</i>	2
MACQUARIE UNIVERSITY HANDBOOK 2019	2
NSW EDUCATION STANDARDS AUTHORITY (NESA)	2
WELCOME FROM THE DIRECTOR	3
HOW TO USE THIS GUIDE	3
ACADEMIC ADVICE	4
EXEMPTIONS	4
APPLICATION TO UNDERTAKE MORE THAN 14 CREDIT POINTS (CREDIT OVERLOAD)	4
SECTION 1 THE BACHELOR OF EDUCATION (SECONDARY) FOR GRADUATES	5
1.1 ACADEMIC PREREQUISITES FOR ADMISSION	5
SECTION 2 PLANNING A PROGRAM OF STUDY	7
2.1 INTRODUCTION	7
2.2 WHAT YOU WILL STUDY	7
2.3 RECOGNITION OF PRIOR LEARNING (RPL)	7
2.4 LITERACY AND NUMERACY TESTS FOR TEACHER EDUCATION STUDENTS	7
2.5 THE TEACHING PERFORMANCE ASSESSMENT	8
2.6 SPECIFIC MINIMUM REQUIREMENTS	9
2.7 SUGGESTED PATTERNS OF STUDY	10
2.7.1 <i>BEd(Secondary) – One teaching subject only</i>	10
2.7.2 <i>BEd(Secondary) – Two teaching subjects</i>	11
2.7.3 <i>BEd(Secondary) – One teaching subject with two discipline specific content units</i> ...	12
SECTION 3 THE PROFESSIONAL UNITS	13
3.1 PROFESSIONAL CURRICULUM (INCLUSIVE EDUCATION) UNIT – 200 LEVEL	13
3.1.1 <i>TEP248 Key Competencies in Inclusive Education</i>	13
3.2 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS – 300 LEVEL	13
3.2.1 <i>TEP387 and TEP388 Curriculum and Instruction in the Secondary School I and II</i> ...	13
3.3 PROFESSIONAL CURRICULUM (METHODOLOGY) UNITS – 400 LEVEL	13
3.3.1 <i>First Teaching Subject Professional Curriculum Units</i>	13
3.3.2 <i>Second Teaching Subject Professional Curriculum Units</i>	13
3.4 SPECIALISATION IN ESL PROFESSIONAL CURRICULUM UNIT	14
3.4.1 <i>Relevant areas of academic study for the ESL Specialisation</i>	14
3.5 PROFESSIONAL EXPERIENCE UNITS	14
3.5.1 <i>EDTE302 Introduction to Professional Experience in the Secondary School</i>	14
3.5.2 <i>TEP401 and TEP402 Professional Experience in Secondary School I and II</i>	15

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IMPORTANT LINKS

DEPARTMENT OF EDUCATIONAL STUDIES

- **OUR PEOPLE**
- **PROFESSIONAL EXPERIENCE**

MACQUARIE UNIVERSITY HANDBOOK 2019

NSW EDUCATION STANDARDS AUTHORITY (NESA)

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 2019:

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 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 (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:

First Teaching Area		Second Teaching Areas	Specialisation Only
<ul style="list-style-type: none"> ▪ Business Studies ▪ Economics ▪ English ▪ Geography ▪ History (Ancient) ▪ History (Modern) ▪ Languages ▪ Mathematics 	<ul style="list-style-type: none"> ▪ Science ▪ Chemistry ▪ Biology ▪ Earth and Environmental Science ▪ Physics 	<ul style="list-style-type: none"> ▪ Business Studies ▪ Economics ▪ English ▪ Geography ▪ History (Ancient) ▪ History (Modern) ▪ Languages ▪ Legal Studies ▪ Mathematics ▪ Society and Culture 	<ul style="list-style-type: none"> ▪ English as a Second Language

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 area**

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 area**

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 NESAs academic requirements for admission to graduate entry programs and relevant areas of academic subject content knowledge requirements for secondary teaching may be found on the [NESA website](#).

Note that in order to meet the NESA Subject Content Requirements some students may need to complete additional units of study. In particular, students who were given a Conditional Offer for the Bachelor of Education would have been informed about the particular additional unit(s) to be completed and it is strongly recommended that students with a Conditional Offer seek academic advice about these units.

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.

2.3 RECOGNITION OF PRIOR LEARNING (RPL)

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 if your prior learning is assessed to be relevant, current and matches 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 meet the standard for a Literacy and Numeracy Test for Initial Teacher Education Students (the test).

Further information about the test can also be found on the NESA website.

Secondary Teacher Education Students must meet the standard for the test prior to commencing the professional experience placement unit TEP401.

While students may sit the test at any time prior to TEP401, it is strongly recommended that BEd(Secondary) students sit the test during the first year of enrolment.

The following resources are particularly relevant:

Numeracy: NMRCY101 - <https://ilearn.mq.edu.au/course/view.php?id=30577>

Literacy: DES 101 Prepare yourself: enhance your literacy skills - <https://ilearn.mq.edu.au/course/view.php?id=31813>

From time to time, there will be workshops offered to assist students in preparing for the test and announcements regarding these sessions will be made.

Information about the test and how to register is available on the [Australian Council for Educational Research \(ACER\)](#) website.

2.5 THE TEACHING PERFORMANCE ASSESSMENT

In order to be accredited as a teacher in Australian schools, Teacher Education Students are required to undertake and meet the minimum standard for a Teaching Performance Assessment (TPA).

The TPA is completed in the Teacher Education Student's final professional experience unit (TEP402). In completing the TPA, Teacher Education Students must demonstrate proficiency in lesson planning, classroom teaching, assessment of student learning, and critical reflection on their classroom practice.

Information Sessions about the TPA will be held for Teacher Education Students prior to commencing their final professional experience placement. The Sessions will provide information about the specific requirements of the TPA. The Sessions will be recorded so that Teacher Education Students who are not able to attend in person can still access the information.

In addition, various assessment tasks and in-class activities have been incorporated throughout the Secondary Teacher Education Program which model the tasks associated with the TPA and will assist in your preparation for the TPA.

2.6 SPECIFIC MINIMUM REQUIREMENTS

Bachelor of Education (Secondary) EDSE19V1

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

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 <u>PACE</u> 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 or both: EDUC105 - Education: The Psychological Context and EDUC106 - Education: The Social and Historical Context	3
200 LEVEL	
EDUC267 - Classroom Management and Assessment	3
TEP248 - Key Competencies in Inclusive Education	3
EDUC262 - Education: The Learner or EDUC264 - Education: The Policy Context	3
EDUC units at 200 level or above ¹	3
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
400 LEVEL	
TEP401 - Professional Experience in the Secondary School I	3
TEP402 - Professional Experience in the Secondary School II	3
6 cp from	TEP421 - Economics and Business Studies in the Secondary School I TEP422 - Economics and Business Studies in the Secondary School II
or 6cp from	TEP423 - English in the Secondary School I 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
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
or 6cp from	EDTE433 Science in the Secondary School I EDTE434 Science in the Secondary School II
Any level 6cp from	ACCG100 - Accounting in Society BBA102 - Principles of Management CBMS units EDUC units ENGL units MATH units PHYS units SOC units SOCL units
Balance of credit points required	24
Electives (automatic RPL of unspecified credit applied) ²	
Total credit points required to satisfy this degree	72
<p>1 Intending Mathematics teachers must complete EDUC258 - <i>Mathematics in Schools</i> In S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>. Intending English teachers are strongly encouraged to include EDUC260 - <i>Language, Literacy and Learning</i> in their program.</p> <p>All other students can choose an EDUC unit from the range of 200 and 300 level units available</p> <p>2 Recognition of prior learning – see 2.2.1</p>	

2.7 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.

2.7.1 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.

SUGGESTED FULL-TIME PATTERN OF STUDY – One teaching subject only			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
TEP387	3cp	TEP388	3cp
EDUC3XX	3cp	EDTE302	3cp
YEAR 2			
Session 1		Session 2	
TEP4XX (first teaching subject methodology unit)	3cp	TEP4XY (first teaching subject methodology unit)	3cp
TEP401	3cp	TEP402	3cp
EDUC3XX	3cp	EDUC any level	3cp
EDUC any level	3cp	TEP248	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SUGGESTED PART-TIME PATTERN OF STUDY – One teaching subject only			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258 or EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
YEAR 2			
Session 1		Session 2	
EDUC3XX	3cp	EDUC any level	3cp
EDUC any level	3cp	TEP248	3cp
YEAR 3			
Session 1		Session 2	
TEP387	3cp	TEP388	3cp
EDUC3XX	3cp	EDTE302	3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first teaching subject methodology unit)	3cp	TEP4XY (first teaching subject methodology unit)	3cp
TEP401	3cp	TEP402	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

2.7.2 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			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
TEP387	3cp	TEP388	3cp
EDUC any level	3cp	EDTE302	3cp
YEAR 2			
Session 1		Session 2	
TEP4XX (first teaching subject methodology unit)	3cp	TEP4XY (first teaching subject methodology unit)	3cp
TEP401	3cp	TEP402	3cp
TEP4XX (second teaching subject methodology unit)	3cp	TEP4XX (second teaching subject methodology unit)	3cp
EDUC any level	3cp	TEP248	3cp
<p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p>			

SUGGESTED PART-TIME PATTERN OF STUDY – Two teaching subjects			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
YEAR 2			
Session 1		Session 2	
EDUC any level	3cp	TEP248	3cp
EDUC any level in S1 or S2			3cp
YEAR 3			
Session 1		Session 2	
TEP387	3cp	TEP388	3cp
EDTE302			3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
TEP4XX (second method)	3cp	TEP4XX (second method)	3cp
<p>¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i>.</p> <p>Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i></p>			

2.7.3 BEd(SECONDARY) – ONE TEACHING SUBJECT WITH TWO DISCIPLINE SPECIFIC CONTENT UNITS

These are the suggested patterns of study for students who received a conditional offer instructing them to include additional discipline studies.

SUGGESTED FULL-TIME PATTERN OF STUDY			
One teaching with two discipline specific content units			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDTE302	3cp
TEP387	3cp	TEP388	3cp
ACCG100 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)	3cp	ACCG100 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)	3cp
YEAR 2			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
EDUC3XX	3cp	EDUC262 or EDUC2XX/3XX	3cp
EDUC3XX	3cp	TEP248	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

SUGGESTED PART-TIME PATTERN OF STUDY			
One teaching with two discipline specific content units			
YEAR 1			
Session 1		Session 2	
EDUC107	3cp	EDUC267	3cp
(ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)	3cp	(ACCG106 or BBA102 or CBMS or PHYS or ENGL or MATH or SOC any level)	3cp
YEAR 2			
Session 1		Session 2	
EDUC264 or EDUC2XX/3XX (or EDUC258/EDUC260) ¹	3cp	EDUC262 or EDUC2XX/3XX	3cp
EDUC3XX	3cp	TEP248	3cp
YEAR 3			
Session 1		Session 2	
TEP387	3cp	TEP388	3cp
EDUC3XX	3cp	EDTE302	3cp
YEAR 4			
Session 1		Session 2	
TEP4XX (first method)	3cp	TEP4XY (first method)	3cp
TEP401	3cp	TEP402	3cp
¹ Intending Mathematics teachers must complete EDUC258 <i>Mathematics in Schools</i> in S1 Day or S3 External as it is a prerequisite for the required unit TEP429 <i>Mathematics in Secondary School 1</i> . Intending English teachers are strongly encouraged to include EDUC260 <i>Language, Literacy and Learning</i>			

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.

3.4.1 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

3.5 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 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.

Professional experience requirements are fully outlined at <https://students.mq.edu.au/study/faculties-schools-and-colleges/faculty-of-human-sciences/department-of-educational-studies/professional-experience>.

There is also an iLearn page for Professional Experience where you can find resources and other information. <https://ilearn.mq.edu.au/course/view.php?id=31014>

3.5.1 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.

EDTE302	
▪ The prerequisites for enrolment are:	Enrolment in the graduate entry BEd(Secondary)
▪ The corequisite for enrolment is:	Enrolment in TEP387

3.5.2 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.

Secondary Teacher Education Students must meet the standard for the *Literacy and Numeracy Test for Initial Teacher Education Students* before commencing TEP401. Please refer to Section 2.3 of this Guide for further information.

Teacher Education Students must also satisfactorily complete a Teaching Performance Assessment in order to pass TEP402. Please refer to Section 2.4 of this Guide for further information.

TEP401	
▪ The prerequisite for enrolment is:	EDTE302 <i>and</i>
▪ The corequisite for enrolment is:	3cp from TEP421-EDTE433

TEP402	
▪ The prerequisite for enrolment is:	TEP401 (Satisfactory) <i>and</i>
▪ The corequisite for enrolment is:	3cp from TEP422 - EDTE434