



DOCUMENT 5

GRADUATE TEACHER STANDARDS 1.1.1 TO 1.1.3 - SUBJECT CONTENT REQUIREMENTS

SUPPLEMENTARY DOCUMENTATION FOR MEETING THE GRADUATE TEACHER STANDARDS IN INITIAL TEACHER EDUCATION PROGRAMS

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INTRODUCTION

The Professional Teaching Standards provide a common reference point to articulate, celebrate and support the complex and varied nature of teachers' work. The Professional Teaching Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to enhance the preparation, support and development of teachers.

The Professional Teaching Standards key stage of Graduate Teacher is the focus for this document. Graduate teachers are beginning their teaching career in NSW. They have undertaken an approved program of teacher preparation (initial teacher education program) and possess the requisite knowledge, skills, values and attitudes to plan for and manage successful learning.

Approval of an initial teacher education program by the NSW Institute of Teachers means that the program will enable a student of the program to meet all the Professional Teaching Standards at the Graduate Teacher key stage before graduation (on the proviso that all requirements are met).

Requirements for initial teacher education programs have been developed by the Institute of Teachers in consultation with key stakeholders, and approved by the Minister.

1. Purpose of this document

The purpose of this document is to assist teacher education institutions, employers, professional associations, curriculum developers, accrediting authorities and the wider public, including students, parents, and education and training bodies, to understand requirements for initial teacher education programs, in particular those required to meet Graduate Teacher Standards 1.1.1, 1.1.2 and 1.1.3.

Note: This document relates ONLY to Graduate Teacher Standards 1.1.1, 1.1.2 and 1.1.3. In addition there are 43 other Graduate Teacher Standards to be achieved.

Specifications related to other Standards are provided in other documentation.

Use this supplementary documentation to:

- provide advice about Higher School Certificate English and mathematics requirements for admission to undergraduate initial teacher education programs
- evaluate degree prerequisites for admission to graduate entry initial teacher education programs
- determine discipline knowledge suitable as studies in initial teacher education programs
- prepare pedagogy units for initial teacher education programs
- provide advice about admission to undergraduate (UG) and graduate (G) initial teacher education programs.

2. Definitions

The NSW Institute of Teachers' *Policy and Procedures for Approval of Initial Teacher Education Programs* notes 'that terminology related to the provision of initial teacher education is not consistent across Universities and other Higher Education Institutions.

This document will use one term to cover others, as follows:

- program: course, course of study leading to an undergraduate or graduate teaching qualification. A program includes discipline knowledge units (UG), education core units (UG&G), pedagogy units (UG&G) and professional experience (UG&G);
- unit: unit of study, subject, course. A unit is a study component one semester long and one quarter of a semester of fulltime study. A student's transcript from a teacher education institution records results of individual units undertaken in a program of study. Generally (with a pattern of 4 units x 2 semesters x 1 year) in a one year program there are 8 units or equivalent, and in a 4 year program there are 32 units. Units have an integer credit point value, normally in the range 3–24;
- professional experience: teaching practice, practicum (one of a number of supervised practical teaching experiences), observation and visits to schools, and internship (a final teaching practice without in-class supervision), in a school or other setting for educational purposes;

- TEI: teacher education institution, university and/or other approved higher education institution;
- pre-service teacher: undergraduate or graduate student teacher;
- program director: course convener in a teacher education institution.

3. Variations

During the consultation phase, respondents noted that ‘across universities the number of hours of study and a semester vary greatly’, and that ‘clear explanations of degree structures should be provided’.

The Institute notes that significant variations occur in program nomenclature, models of program structure, credit point allocation, pattern and sequence of units and number of hours of study.

Further clarification is provided to enable an Initial Teacher Education Committee Panel to streamline and refine processes for program approval (whilst acknowledging the uniqueness of teacher education institutions). This is in line with previous guidelines provided by the NSW Department of Education and Training.

For the purposes of this document the following terms are described (NB some of these terms are employed with different meanings in various institutions):

- credit points – each unit has a particular load or weighting which is referred to as a unit of credit. Programs require the successful completion of a certain number of credit points and fees are also charged on a credit point basis. The allocation of credit points varies across institutions. A description of the total credit point structure is necessary to measure the worth of a unit.
- designated area – a teaching area related to a school subject or approved related areas. The designated area determines the pedagogy/methodology study to be undertaken.
- major – for the purposes of Institute documentation a major is a defined program of study in a designated area, generally comprising 3 years of degree level study of 6 semester long specified units of study or equivalent, including 4 units from later stages of the program (level 2 or above). This does not impinge on other definitions of a major in some institutions that may differ from this description.
- pedagogy/methodology study – studies in pedagogy/methodology are to be undertaken for each designated teaching area. Employment in NSW secondary schools is commonly, but not always, on the basis of discipline knowledge in two areas, either within or across KLAs, with methods studies for each area.
- postgraduate study – where relevant to the designated teaching area related postgraduate study may be accepted towards meeting the requirements for Standard 1.1.1.
- prerequisites for admission to an initial teacher education program - specific requirements for admission to undergraduate and graduate entry primary or secondary initial teacher education programs. Specific prerequisites for admission are set out on pages 4 (Primary) and 12 (Secondary) of this document.

Where an applicant, for admission, requires a minimum Band 4 in Higher School Certificate English it means Standard English or English as a Second Language (ESL) or Advanced English.*

Where an applicant, for admission, requires a Higher School Certificate in Mathematics it means that the applicant will have attained a minimum Band 4 in General Mathematics, or completion of Mathematics (2 Unit).*

Note * Where an applicant does not meet entry requirements, a tertiary institution may offer concurrent study or appropriate bridging units, and/or require satisfactory performance in approved tests in literacy and numeracy before graduation.

- professional experience – information is included in other supplementary documentation.
- relevant areas of academic study for admission to a graduate entry program – a list of tertiary study areas that are likely to enable a graduate (wishing to undertake an initial teacher education program) to demonstrate ‘knowledge of the central concepts, modes of enquiry and structure of the discipline’ (Graduate Teacher Standard 1.1.1). That is, appropriate undergraduate (and where relevant postgraduate) study that relates to a designated teaching area. An initial teacher education program convener will check an applicant’s transcript to determine the appropriateness of undergraduate study for admission to a graduate entry program.

- semester long – a semester or session is a teaching period. Generally there are two main sessions (semester 1 and semester 2) in an academic year, usually of 13 weeks teaching/study, plus an examination period, or equivalent. Some institutions offer shorter Summer and Winter sessions during the breaks between the major sessions. Some academic years are divided into four teaching periods.
- sequence of units – a defined pattern of study in a number of stages within a program.
- stage – programs are structured in a number of 'stages' of study, requiring students to complete a specified number of credit points and/or a particular sequence of units at each stage. Generally, when a student completes a program of study within the normal minimum time, the different stages will correspond with the different years of the student's enrolment (eg Level 1 is Year 1, Level 2 is Year 2, etc).
- undergraduate study – undergraduate programs of study are degree programs which do not require students to have previously undertaken university study in order to enrol. They are designed for students who have completed secondary studies (high school) in Australia or have a level of education deemed equivalent to this (eg equivalent overseas study or alternative admission programs).

4. Notes

- Information on subjects not included will be developed by the Institute of Teachers, including Vocational Education and Training courses, Content Endorsed Courses and Board Endorsed Courses and other areas of specialisation
- Early childhood teacher education programs are relevant to primary education only if a major focus of the early childhood program is on Kindergarten to Year 2 (5-8 year olds)
- Middle school teacher education programs cover both primary and secondary education
- Information on Professional Experience requirements is provided in *Supplementary Documentation for the Approval of Programs – Professional Experience*

5. Related files

Document 5A: deleted

Document 5B: Proforma for Assessment of Transcript

This document may be used by a course convener to assess undergraduate and appropriate postgraduate studies as prerequisites for admission to a graduate entry initial teacher education program, based on the Institute's *Graduate Teacher Standards 1.1.1-1.1.3 Subject Content Requirements*.

Potential applicants can find this document on the Institute's website/Teaching in NSW. An institution may recommend that an applicant undertakes a self-assessment before application; however, an applicant's self-assessment cannot substitute for an institution decision.

Document 5C: Summary of Subject Content Requirements for Secondary Teaching

This document supersedes Document 5A (deleted). This document must be read in conjunction with *Document 5: Graduate Teacher Standards 1.1.1-1.1.3 Subject Content Requirements*.

Document 5D: Summary of Subject Content Requirements for Primary Teaching

This document must be read in conjunction with *Document 5 Graduate Teacher Standards 1.1.1-1.1.3 Subject Content Requirements*.

PRIMARY UNDERGRADUATE AND GRADUATE STUDY REQUIRED TO MEET GRADUATE TEACHER STANDARDS 1.1.1, 1.1.2 AND 1.1.3

To teach in a NSW primary school a teacher is required to have completed an approved teacher education program. Graduates of approved programs will be eligible for provisional accreditation.

An approved teacher education program meets all the Graduate Teacher Standards. There are 46 Standards to be met.

*The following requirements relate to Standard 1.1.1 *Knowledge of subject content*, Standard 1.1.2 *Knowledge of pedagogy* and Standard 1.1.3 *Knowledge of NSW curriculum requirements* ONLY. For discipline knowledge requirements in each Key Learning Area (KLA) refer to S1.1.1 in this document. Further specifications are in other Supplementary Documentation.

Specifications	Undergraduate initial teacher education program	Graduate initial teacher education program
Eligibility for accreditation to teach in a NSW school	Undergraduate initial teacher education degree approved by the NSW Institute of Teachers	Appropriate Bachelor degree and a graduate entry initial teacher education qualification approved by the NSW Institute of Teachers
Type of degree	A 4 year undergraduate integrated professional qualification, eg Bachelor of Education (Primary), or an undergraduate combined or double degree covering discipline knowledge and professional studies, eg BScBE (Primary)	A graduate professional qualification, eg Graduate Diploma of Education, Bachelor or Master of Teaching
Prerequisites for admission	Higher School Certificate English minimum Band 4 (Standard, English as a Second Language or Advanced)* and Higher School Certificate General Mathematics minimum Band 4 or completion of Mathematics (2 Unit).* *Where an applicant does not meet these entry requirements, a tertiary institution may offer concurrent study or appropriate bridging units, and/or require satisfactory performance in approved tests in literacy and numeracy before graduation. **Where a student is to be granted advanced standing on the basis of prior study in another program, academic credit must be considered by the teacher education institution against the Graduate Teacher Standards 1.1.1-1.1.3 for admission to a graduate initial teacher education program.	Minimum study in a relevant undergraduate (and appropriate postgraduate) degree/s is: (determined as 8 units of discipline knowledge related to a Key Learning Area)*: EITHER one full academic year (two semester units) of study in four key learning areas OR two full academic years (four semester units) of study in one key learning area and one full academic year (two semester units) of study in two other key learning areas. For areas of study related to a KLA see Column 4, pp 5-10. Appropriate study as described in this document is determined by the institution. *Where an applicant does not meet these entry requirements, a tertiary institution may offer concurrent study or appropriate bridging units, and/or require satisfactory performance in approved tests in literacy and numeracy before graduation. **For advice on advanced standing see second column
Unit specifications to meet Graduate Teacher Standards 1.1.1 Subject content 1.1.2 Pedagogy and 1.1.3 NSW curriculum requirements **Number of English and Maths units based on the NSW Board of Studies' recommendation for proportion of teaching time in a primary school.	This component of the initial teacher education program requires at least 16 units of discipline knowledge related to a Key Learning Area and pedagogy*, as follows: - 3 units in English** <i>with a strong literacy focus</i> including at least 1 unit of Literacy to <i>include</i> the pedagogy of reading, with a range of models including instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge, grammar and text comprehension, writing, spelling, speaking and listening and related issues of child development and inclusiveness - 3 units in Mathematics** <i>with a strong numeracy focus</i> including at least 1 unit of Numeracy with emphasis on the foundation concepts of quantity, measurement, spatial representation, generalisation and mathematical reasoning - 2 units in Science & Technology - 2 units in Human Society and its Environment - 2 units in Creative Arts - 2 units in Personal Development, Health & Physical Education - 2 additional units related to one or more of the above areas *Unit study may integrate and balance discipline knowledge with pedagogy. Where integrated units are developed it is the responsibility of the institution to ensure equivalence with above requirements. Note: the number of units specified here is 16 units.	This component of the initial teacher education program extends and consolidates discipline knowledge related to a Key Learning Area and integrates* pedagogy as follows: - 6 units (minimum 1 unit in each Key Learning Area: English, Mathematics, Science & Technology, Human Society and its Environment, Creative Arts, Personal Development, Health & Physical Education), and - 1 unit of Literacy to <i>include</i> the pedagogy of reading, with a range of models including instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge, grammar and text comprehension, writing, spelling, speaking and listening, and related issues of child development and inclusiveness, and - 1 unit of Numeracy with emphasis on the foundation concepts of quantity, measurement, spatial representation, generalisation and mathematical reasoning *Where units are integrated it is the responsibility of the institution to ensure equivalence with above requirements. Note that the total number of undergraduate and graduate units specified here is 16 units.

PRIMARY ENGLISH KEY LEARNING AREA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
Undergraduate and graduate initial teacher education programs will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3. Depth and breadth of study will vary according to length of program and number of units.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> nature and role of English as a language of communication for participation in society, through reading, writing, listening, speaking, viewing, and representing experiences, ideas and values broad and critical knowledge and understanding of English as a discipline, including recent theory and practice related to acquisition of reading, writing, speaking, listening and visual literacy study of the English language and how it is manipulated to meet higher-order social, aesthetic and cultural literacy demands wide range of texts including literary, factual and multimedia texts study of literature that gives insights into Aboriginal, multicultural and children's experiences, for example texts from Australia and other countries, and children's literature concepts of reading, writing, listening, speaking, viewing and representing in English 	<p>Units in an undergraduate (and postgraduate) degree/s related to 3 or more Primary Key Learning Areas may be counted towards total units required, as specified on page 4 of this document.</p> <p>Areas of academic study related to the Key Learning Area of English are listed below.</p> <ul style="list-style-type: none"> communications creative writing
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> knowledge base underpinning the principles and practices of teaching and learning English and in particular, the teaching and learning of reading and the impact of electronic multimedia models of pedagogy for teaching and assessing primary English, and in particular, the pedagogy of reading, a range of models that include instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension, concepts of print, grammar, punctuation, spelling and handwriting early language acquisition from 0-4 years and related issues of child development and inclusiveness range of strategies for teaching and assessing reading, writing, listening, speaking, viewing and representing experiences, ideas and values ways of differentiating curriculum to meet the diverse needs of learners in the English classroom 	<ul style="list-style-type: none"> English with a strong core component of study of English literature language studies (English) linguistics (may only be counted for one KLA) literature studies media studies (ie the theoretical study of media or where the product is a literary text).
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> role and value of English in the broader school curriculum and the relationship between English and literacy and English and numeracy place of primary English from Early Stage 1 in the continuum of learning in English K-12, including a particular understanding of the links between Stages 3 and 4 <i>English K-6 Syllabus</i>, Support Documents and <i>NSW Primary Curriculum Foundation Statements</i> 	

PRIMARY MATHEMATICS KEY LEARNING AREA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
Undergraduate and graduate initial teacher education programs will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3. Depth and breadth of study will vary according to length of program and number of units.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> ● nature and role of mathematics in describing and modelling patterns and relationships that can be generalised, and as a means of interpreting the world ● broad and critical knowledge and understanding of the mathematics discipline ● nature and role of mathematics as a form of communication and thinking ● function of mathematics as a language to meet social, aesthetic and cultural needs ● mathematical concepts and processes: such as Hindu-Arabic numeration system, quantification of space and time, geometries ● working with data (basic statistical literacy) including planning, gathering, organizing, applying data to solve problems, and communicating results through the selection of appropriate representations. 	<p>Units in an undergraduate (and postgraduate) degree/s related to 3 or more Primary Key Learning Areas may be counted towards total units required, as specified on page 4 of this document.</p> <p>Areas of academic study related to the Mathematics Key Learning Area are listed below.</p> <ul style="list-style-type: none"> ● pure or applied mathematics ● one unit only of statistics may be counted provided it was studied as a stand-alone unit ● other studies of mathematics that are relevant to the central concepts, modes of enquiry and structure of the content/ discipline(s)
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> ● knowledge base underpinning the principles and practices of teaching and learning mathematics ● models of pedagogy for teaching and assessing primary mathematics ● range of strategies for teaching and assessing primary mathematics <ul style="list-style-type: none"> - mathematical thinking and problem-solving techniques - planning, conducting and communicating results of mathematical processes - central ideas in mathematics and common student misconceptions ● ways of differentiating curriculum to meet the diverse needs of learners in the mathematics classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> ● role and value of mathematics in the broader school curriculum and the relationship between mathematics, numeracy and literacy ● place of primary mathematics in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 ● <i>Mathematics K-6 Syllabus</i>, Support Documents and <i>NSW Primary Curriculum Foundation Statements</i> 	

PRIMARY SCIENCE AND TECHNOLOGY KEY LEARNING AREA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
Undergraduate and graduate initial teacher education programs will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3. Depth and breadth of study will vary according to length of program and number of units.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline of science and the academic discipline of technology, including recent theory and practice • current and emerging concepts related to the nature and role of science and technology, including: <ul style="list-style-type: none"> - the science process of investigating - the technology process of designing and making - the natural environment in the contexts of <ul style="list-style-type: none"> o earth and its surroundings o physical phenomenon o living things - the made environment in the contexts of <ul style="list-style-type: none"> o built environments o information and communication o products and services 	<p>Units in an undergraduate (and postgraduate) degree/s related to 3 or more Primary Key Learning Areas may be counted towards total units required, as specified on page 4 of this document.</p> <p>Areas of academic study related to the Science and Technology Key Learning Area are listed below.</p> <ul style="list-style-type: none"> • agriculture • architecture (2 units only may be counted) • biology • bio-technology • chemistry • computing studies • design - interior, industrial, graphic, fashion, product, landscape (2 units only may be counted) • engineering (chemical, mechanical, civil, electrical, environmental) • food technology • geology • materials science • media production • medicine • nursing • physics • psychology (may only be counted for one KLA)
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Science and Technology • models of pedagogy for teaching and assessing primary Science and Technology • range of strategies for teaching and assessing primary Science and Technology for practical, investigating and design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in the classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Science and Technology in the broader school curriculum and the relationship between Science and Technology, literacy and numeracy • place of primary Science and Technology in the continuum of learning from K-12, including a particular understanding of the links between Stage 3 Science and Technology, Stage 4 Science and Stage 4 Technology • <i>Science and Technology K-6 Syllabus</i>, Support Documents and <i>NSW Primary Curriculum Foundation Statements</i> 	

PRIMARY HUMAN SOCIETY AND ITS ENVIRONMENT KEY LEARNING AREA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
Undergraduate and graduate initial teacher education programs will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3. Depth and breadth of study will vary according to length of program and number of units.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the range of academic disciplines related to human society and its environment, including recent theory and practice • nature and role of human society and its environment in relation to current and emerging concepts of change and continuity, cultures, environments, social systems and structures • personal, local, national and global concepts in relation to human society and its environment • skills of acquiring information, using inquiry processes and social and civic participation • relationship between language and culture by using a language to communicate (optional) 	<p>Units in an undergraduate (and postgraduate) degree/s related to 3 or more Primary Key Learning Areas may be counted towards total units required, as specified on page 4 of this document.</p> <p>Areas of academic study related to the Human Society and Its Environment Key Learning Area are listed below.</p> <ul style="list-style-type: none"> • Aboriginal studies • anthropology • archaeology • Asian or Pacific studies • business studies • cultural studies • economic history • economics • environmental/land use studies • futures studies • geography • government and citizenship • history • industrial relations • languages, inc Aboriginal languages • linguistics (may only be counted for one KLA) • legal studies • psychology (may only be counted for one KLA) • political science • sociology • studies of religion
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Human Society and Its Environment • models of pedagogy for teaching and assessing primary Human Society and Its Environment • range of strategies for teaching and assessing primary Human Society and Its Environment • ways of differentiating curriculum to meet the diverse needs of learners in the primary Human Society and Its Environment classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between Human Society and Its Environment, numeracy and literacy • place of primary Human Society and Its Environment in the continuum of learning from K-12, including a particular understanding of the links between Stage 3 and Stage 4 Human Society and Its Environment • <i>Human Society and Its Environment K-6 Syllabus, Languages K-10 Syllabus (optional), Support Documents and NSW Primary Curriculum Foundation Statements</i> • concepts involved in civics and citizenship and Aboriginal studies history and culture 	

PRIMARY CREATIVE AND PRACTICAL ARTS KEY LEARNING AREA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
Undergraduate and graduate initial teacher education programs will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3. Depth and breadth of study will vary according to length of program and number of units.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the range of academic disciplines related to the creative arts with a focus on visual arts and music, including recent theory and practice • nature and role of the creative arts in relation to current and emerging concepts in: <ul style="list-style-type: none"> – visual arts; concepts of artist and artwork, the role of audience and the world, conventions of art making practice in a range of 2D, 3D and/or 4D forms, art history and theory – music; concepts of music and performing (singing, playing and moving), organising sound (composing) and listening within a wide range of repertoire – drama; making, performing and appreciating drama in a range of contexts, forms and styles with a focus on improvisation and play building as well as scripted drama – dance; performing and composing in a range of contexts, including a contemporary context 	<p>Units in an undergraduate (and postgraduate) degree/s related to 3 or more Primary Key Learning Areas may be counted towards total units required, as specified on page 4 of this document.</p> <p>Areas of academic study related to the Creative and Practical Arts Key Learning Area are listed below.</p> <ul style="list-style-type: none"> • dance including practical experience in choreography and performance in several dance styles and dance history/theory • drama including experiential involvement in making and performing drama • music including performing (singing, playing and moving), listening and organising sound (composing) within a wide range of repertoire • visual arts including art making and art history/theory
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning dance, drama, music and visual arts • models of pedagogy for teaching and assessing primary visual arts, music, drama and dance • range of strategies for teaching and assessing dance, drama, music and visual arts that provide a continuous, sequential, developmental program <ul style="list-style-type: none"> – visual arts; integrating learning experiences (art making and appreciating) – music; integrating learning experiences (performing, listening and organising sound) – drama; integrating learning experiences (making, performing and appreciating) – dance; integrating learning experiences (performing, composing and appreciating) • ways of differentiating curriculum to meet the diverse needs of learners in the creative arts classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of the creative arts in the broader school curriculum and the relationship between this key learning area, numeracy and literacy • place of primary creative arts in the continuum of learning from K-12, including a particular understanding of the links between Stage 3 and Stage 4 visual arts, music, drama and dance • <i>Creative Arts K-6 Syllabus</i>, Support Documents and <i>NSW Primary Curriculum Foundation Statements</i> 	

PRIMARY PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (PDHPE) KEY LEARNING AREA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
Undergraduate and graduate initial teacher education programs will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3. Depth and breadth of study will vary according to length of program and number of units.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of personal development, health and physical education, including recent theory and practice • nature and role of PDHPE as a discipline for supporting the development of health and wellbeing: <ul style="list-style-type: none"> - movement studies including competence in fundamental movement skills through areas such as dance, gymnastics, games and sports and a range of physical activities - health studies including healthy eating, sexual health, safety, drug education, child protection education, interpersonal relationships and healthy choices. 	<p>Units in an undergraduate (and postgraduate) degree/s related to 3 or more Primary Key Learning Areas may be counted towards total units required, as specified on page 4 of this document.</p> <p>Areas of academic study related to the Personal Development, Health and Physical Education Key Learning Area are listed below.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning physical education including methodologies of teaching movement skills through games and sports, dance and gymnastics • knowledge base underpinning the principles and practices of teaching and learning personal development and health education • models of pedagogy for teaching and assessing primary PDHPE • range of strategies for teaching and assessing primary PDHPE • ways of differentiating curriculum to meet the diverse needs of learners in the PDHPE classroom 	<ul style="list-style-type: none"> • physical education studies • health studies • family studies • health promotion • human movement studies • nutrition education • sports science
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of PDHPE in the broader school curriculum and the relationship between PDHPE, numeracy and literacy • place of primary PDHPE in the continuum of learning from K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Personal Development Health and Physical Education K-6 Syllabus</i>, Support Documents and <i>NSW Primary Curriculum Foundation Statements</i> 	

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SECONDARY UNDERGRADUATE AND GRADUATE STUDY TO MEET GRADUATE TEACHER STANDARDS 1.1.1, 1.1.2 AND 1.1.3

To teach in a NSW secondary school a teacher is required to have completed an approved teacher education program. Graduates of approved programs will be eligible for provisional accreditation.

An approved teacher education program meets all the Graduate Teacher Standards. There are 46 Standards to be met.

*The following requirements relate to Standard 1.1.1 *Knowledge of subject content*, Standard 1.1.2 *Knowledge of pedagogy* and Standard 1.1.3 *Knowledge of NSW curriculum requirements ONLY*.

For discipline knowledge requirements in each designated area *related to a school subject* refer to S1.1.1 in this document. Further specifications are in other Supplementary Documentation.

Specifications	Undergraduate initial teacher education program	Graduate initial teacher education program
Eligibility for accreditation to teach in a NSW school	Undergraduate teacher education degree approved by the NSW Institute of Teachers	Appropriate Bachelor degree providing relevant discipline knowledge in a designated area related to a school subject, and graduate professional qualification approved by the NSW Institute of Teachers
Type of degree	A 4 year integrated professional qualification incorporating discipline knowledge studies in a designated area related to a school subject, eg Bachelor of Education (Secondary), or An undergraduate combined or double degree providing relevant discipline knowledge in a designated area related to a school subject, and professional studies, eg Bachelor of Arts/Bachelor of Education (Secondary)	A graduate initial teacher education qualification of at least one year, eg Master of Teaching (Secondary), Bachelor of Teaching (Secondary), Graduate Diploma of Education (Secondary)
Prerequisite for admission	Higher School Certificate English minimum Band 4 (Standard, English as a Second Language or Advanced)* *Where an applicant does not meet these entry requirements, a tertiary institution may offer concurrent study or appropriate bridging units, and/or require satisfactory performance in an approved test in literacy before graduation. **Where a student is to be granted advanced standing on the basis of prior study in another program, academic credit must be considered by the teacher education institution against the Graduate Teacher Standards 1.1.1-1.1.3 for admission to a graduate initial teacher education program.	Undergraduate (and appropriate postgraduate) studies must include study in a designated area related to a school subject (first designated area), as follows: <ul style="list-style-type: none"> a minimum of 6 sequential semester-long units of discipline knowledge in a designated area (equivalent to a minimum of three academic years of study in the designated area), and at least 4 of these units at level 2 (year 2) or above. A second designated area, if studied, requires 4 units with 2 units at level 2 or above. Appropriate study as described in this document is determined by the institution. The first designated area (see Column 4, pp12-44) determines the first pedagogy/methodology study to be undertaken. For overseas applicants, in cases where Australian studies are specified for admission to a graduate entry program (eg Australian music, p43), determination may be based on equivalent qualifications. *Where an applicant does not meet these entry requirements, a tertiary institution may offer concurrent study or appropriate bridging units, and/or require satisfactory performance in an approved test in literacy before graduation. **For advice on advanced standing see second column
Unit specifications	The program must include discipline knowledge studies in a designated area related to a school subject, as follows: <ul style="list-style-type: none"> a minimum of 6 sequential semester-long units of discipline knowledge in a designated area related to a school subject or approved related areas (equivalent to a minimum of three academic years of study in the designated area), and at least 4 of these units at level 2 (year 2) or above. A second designated area, if studied, requires 4 units with 2 units at level 2 or above.	

SECONDARY ENGLISH

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> nature and role of English as a language of communication for participation in society, through reading, writing, listening, speaking, viewing and representing experiences, ideas and values structure of the English language and its capacity to meet higher-order social, aesthetic and cultural literacy demands, to facilitate everyday communication and to express popular culture broad and critical knowledge and understanding of the English academic discipline, including recent theory and practice wide range of literary texts, such as fiction, poetry and drama, picture books and non-fiction wide range of non-literary texts, such as film, media and multimedia texts 	<p>Major in English with at least 3 units of a strong core of textual studies including literature</p> <p>Other units may include studies in:</p> <ul style="list-style-type: none"> communications creative writing linguistics media studies
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> knowledge base underpinning the principles and practices of teaching and learning English models of pedagogy for teaching and assessing English range of strategies for teaching and assessing reading, writing, listening, speaking, viewing and representing different approaches to the study of texts ways of differentiating the English curriculum to meet the diverse needs of learners in the classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> role and value of English in the broader school curriculum and the relationship between English and literacy place of secondary English in the continuum of learning in English K-12, including a particular understanding of the links between Stage 3 and Stage 4 <i>Years 7-10 English Syllabus</i> and <i>Stage 6 English Syllabuses</i>, including aim, objectives, outcomes, content, course and text requirements and key terms Board of Studies assessment requirements for the School Certificate and Higher School Certificate for English Australian literature, including texts that give insights into Aboriginal and multicultural experiences, as well as literature from other countries appropriate fiction (including adolescent literature and young adult fiction), poetry and drama, picture books and non-fiction including study of texts required by the <i>Year 7-10 Syllabus</i> and <i>Stage 6 English Syllabuses</i> informed by <i>Stage 6 English Prescriptions</i> appropriate non-literary texts, including film, media and multimedia texts including study of texts required by the <i>Year 7-10 Syllabus</i> and <i>Stage 6 English Syllabuses</i> informed by <i>Stage 6 English Prescriptions</i> 	

SECONDARY MATHEMATICS

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the mathematics academic discipline, including recent theory and practice • nature of various forms of mathematical proof including mathematical induction, deduction, and reductio ad absurdum • study of calculus (analysis) involving topics such as ordinary differential equations, multiple integrals, limits and continuity, real or complex variable analysis • history of the development of mathematical ideas • simple counting principles and basic combinatorics as well as some discrete mathematics • measurement and data representation in a way that leads to an appreciation of variability and related distributions of measures • algebraic structures such as groups, rings and fields, linear algebra and some number theory • appreciate different geometries such as affine geometry, non-Euclidean geometry or topology 	<p>Major in pure or applied mathematics (must include algebra and calculus).</p> <p>One unit only of statistics may be counted provided it is studied as a stand-alone unit.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning mathematics • models of pedagogy for teaching and assessing mathematics • range of strategies for teaching and assessing mathematics • ways of differentiating curriculum to meet the diverse needs of learners in the mathematics classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of mathematics in the broader school curriculum and the relationship between mathematics, numeracy and literacy • place of secondary mathematics in the continuum of learning in Mathematics K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Mathematics Syllabus</i> and <i>Stage 6 Mathematics Syllabuses</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Mathematics • central ideas and common student misconceptions in: <ul style="list-style-type: none"> - algebra (development of the idea of a variable and a capacity to express generality symbolically) - ratio, similarity and trigonometry - rates of change - coordination of units in measurement - communicating mathematical reasoning 	

SECONDARY BIOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> ● broad and critical knowledge and understanding of the study of biology as a discipline, including recent theory and practice, such as: <ul style="list-style-type: none"> - history, nature and practice of science and biology - application and use of biology - implications of biology for society and the environment - current issues, research and development in biology - models, theories and laws, and structures and systems related to the living world, including cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance and biological evolution - ethical issues and biology 	Major in science of four units in biology and two units in one of <ul style="list-style-type: none"> ● chemistry or ● physics
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> ● knowledge base underpinning the principles and practices of teaching and learning Biology ● models of pedagogy for teaching and assessing Biology ● range of strategies for teaching and assessing Biology including: <ul style="list-style-type: none"> - scientific thinking and problem-solving techniques - planning, conducting and communicating results of investigations - central ideas in Biology and common student misconceptions ● ways of differentiating curriculum to meet the diverse needs of learners in the Biology classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> ● role and value of Biology in the broader school curriculum and the relationship between Biology, numeracy and literacy ● place of secondary Biology in the continuum of learning in Science K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Science ● <i>Years 7-10 Science Syllabus, Stage 6 Biology Syllabus and Stage 6 Senior Science Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms ● Board of Studies assessment requirements for the School Certificate for Science and Higher School Certificate for Biology. 	

SECONDARY CHEMISTRY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> ● broad and critical knowledge and understanding of the study of chemistry as a discipline, including recent theory and practice, such as: <ul style="list-style-type: none"> - history, nature and practice of chemistry - application and use of chemistry - implications of chemistry for society and the environment - current issues, research and development in chemistry - models, theories and laws, and structures and systems related to the atomic structure, the periodic table and bonding, energy, chemical reactions, including acid/base reactions and chemical equilibrium, carbon chemistry and stoichiometry - ethical issues and chemistry 	Major in science of four units in chemistry and two units in one of <ul style="list-style-type: none"> ● physics or ● biology or ● earth and environmental science.
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> ● knowledge base underpinning the principles and practices of teaching and learning Chemistry ● models of pedagogy for teaching and assessing Chemistry ● range of strategies for teaching and assessing Chemistry including : <ul style="list-style-type: none"> - scientific thinking and problem-solving techniques - planning, conducting and communicating results of investigations - central ideas in chemistry and common student misconceptions ● ways of differentiating curriculum to meet the diverse needs of learners in the Chemistry classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> ● role and value of Chemistry in the broader school curriculum and the relationship between Chemistry, numeracy and literacy ● place of secondary Chemistry in the continuum of learning in Science K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Science ● <i>Years 7-10 Science Syllabus, Stage 6 Chemistry Syllabus, and Stage 6 Senior Science Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms ● Board of Studies assessment requirements for the School Certificate for Science and Higher School Certificate for Chemistry. 	

SECONDARY EARTH AND ENVIRONMENTAL SCIENCE

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of Earth and Environmental Science as a discipline, including recent theory and practice, such as: <ul style="list-style-type: none"> - history, nature and practice of Earth and Environmental Science - application and use of Earth and Environmental Science - implications of Earth and Environmental Science for society and the environment - current issues, research and development in Earth and Environmental Science - models, theories and laws, and structures and systems related to the resources of the Earth, their distribution and role in supporting living systems, abiotic features of the environment, models to explain structures and processes of change affecting the Earth and its environments, resources and biotic impacts on the environment - ethical issues and Earth and Environmental Science 	Major in science of one unit in biology and one unit in geology or environmental science and two units in chemistry or physics and two other science units
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Earth and Environmental Science • models of pedagogy for teaching and assessing Earth and Environmental Science • range of strategies for teaching and assessing Earth and Environmental Science including: <ul style="list-style-type: none"> - scientific thinking and problem-solving techniques - planning, conducting and communicating results of investigations - central ideas in Earth and Environmental Science and common student misconceptions • ways of differentiating curriculum to meet the diverse needs of learners in the Earth and Environmental Science classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Earth and Environmental Science in the broader school curriculum and the relationship between Earth and Environmental Science, numeracy and literacy • place of secondary Earth and Environmental Science in the continuum of learning in Science K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Science • <i>Years 7-10 Science Syllabus, Stage 6 Earth and Environmental Science Syllabus and Stage 6 Senior Science Syllabus</i>, including aim, objectives, outcomes, content, text requirements and key terms • Board of Studies assessment requirements and advice for the School Certificate for Science and Higher School Certificate for Earth and Environmental Science. 	

SECONDARY PHYSICS

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of physics as a discipline, including recent theory and practice, such as: <ul style="list-style-type: none"> - history, nature and practice of physics - application and use of physics - implications of physics for society and the environment - current issues, research and development in physics • models, theories and laws, and structures and systems related to the physical world, matter and space • ethical issues and physics 	Major in science of four units in physics and two units in one of <ul style="list-style-type: none"> • biology • chemistry • earth and environmental science.
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Physics • models of pedagogy for teaching and assessing Physics • range of strategies for teaching and assessing Physics including: <ul style="list-style-type: none"> - scientific thinking and problem-solving techniques - planning, conducting and communicating results of investigations - central ideas in physics and common student misconceptions • ways of differentiating curriculum to meet the diverse needs of learners in the Physics classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Physics in the broader school curriculum and the relationship between Physics, numeracy and literacy • place of secondary Physics in the continuum of learning in Science K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Science Syllabus, Stage 6 Physics Syllabus and Stage 6 Senior Science Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate for Science and Higher School Certificate for Physics 	

SECONDARY ABORIGINAL STUDIES

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline related to Aboriginal peoples, including recent theory and practice • similarities and diversity in Aboriginal peoples; identities, communities and cultural practice and expression • ongoing contribution of Aboriginal peoples to the wider Australian society and their interaction with society • factors influencing attitudes towards Aboriginal peoples and cultures, and the effects of these attitudes • social justice and human rights issues and how they impact on Aboriginal peoples • diversity of contemporary Aboriginal cultural, political, social and economic life • government policies, legislation and judicial processes and their impact on Aboriginal peoples • research in Aboriginal communities, using appropriate protocols and ethical practices • communication of information from a variety of perspectives • study of Aboriginal languages and linguistics • relationship between language and culture by using a language to communicate (optional) 	Major in Aboriginal studies in areas such as <ul style="list-style-type: none"> • contact and Aboriginal history • anthropology • Aboriginal literature • Aboriginal language and linguistics
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Aboriginal history, social and cultural disciplines • models of pedagogy for teaching and assessing Aboriginal Studies • range of strategies for teaching and assessing Aboriginal Studies, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the Aboriginal Studies classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary Aboriginal Studies • <i>Years 7-10 Aboriginal Studies Syllabus</i>, another HSIE Years 7-10 syllabus and <i>Stage 6 Aboriginal Studies Syllabus</i> including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Aboriginal Studies and other syllabus studied • concepts involved in civics and citizenship 	

SECONDARY ANCIENT HISTORY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline related to ancient history such as archaeology, including recent theory and practice • nature of history and past societies • ancient civilisations (periods, societies and personalities) such as Egypt, Near East, Greece and Rome • historical factors contributing to change and continuity in the ancient world • role of archaeology and science in ancient historical evidence • significant historiographical ideas and processes • processes of historical investigation and inquiry • choice and application of appropriate historical skills, including evaluation of written and archaeological sources 	Major in history in areas such as <ul style="list-style-type: none"> • ancient history • archaeology
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning History • models of pedagogy for teaching and assessing History • range of strategies for teaching and assessing History, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the History classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary History • <i>Years 7-10 History Syllabus</i>, another HSIE Years 7-10 syllabus and <i>Stage 6 Ancient History Syllabus</i> including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate for History and Higher School Certificate for Ancient History and other syllabus studied • concepts involved in civics and citizenship 	

SECONDARY BUSINESS STUDIES

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline of business studies/ commerce/ work education, including recent theory and practice • nature, role, structure, functions, processes and operations of business • concepts of business management, financial planning, marketing, employment relations and global business • investigation, analysis, synthesis and evaluation of business information from a variety of perspectives • practice of financial planning • business debate and communication about business information, ideas and issues • responsible business approaches towards people, societies and environments 	Major in business related studies including at least one unit of finance or accounting and one unit of business management and remaining units drawn from: <ul style="list-style-type: none"> • business law (Australian/ English) • economics • human resource management • industrial relations • marketing
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning business studies/ commerce/ work education • models of pedagogy for teaching and assessing business studies/ commerce/ work education • range of strategies for teaching and assessing business studies/ commerce/ work education, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the business studies/ commerce/ work education classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of HSIE in the broader school curriculum and the relationship between HSIE, numeracy, literacy and financial literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary business studies/ commerce/ work education • <i>Years 7-10 Commerce Syllabus</i>, another HSIE Years 7-10 syllabus and <i>Years 7-10 Work Education Syllabus</i> and <i>Stage 6 Business Studies Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Business Studies and Commerce and Work Education and other syllabus studied • concepts involved in civics and citizenship. 	

SECONDARY ECONOMICS

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline of economics/ commerce/ work education, including recent theory and practice • nature and role of economics/commerce in contemporary globalised society • reasons for and ways economic behaviour of individuals, firms, institutions and governments affects the income and wealth of a nation, such as Australia • function and operation of markets and the operation and management of economies • contemporary economic problems and issues facing individuals, firms and governments • analysis, synthesis and evaluation of economic information • economic debate and communicate about economic information, ideas and issues, including enterprise, innovation and best practice • responsible economic approaches towards people, societies and environments 	Major in economics
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Economics/ Commerce/ Work Education • models of pedagogy for teaching and assessing Economics/ Commerce/ Work Education • range of strategies for teaching and assessing Economics/ Commerce/ Work Education, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the Economics/ Commerce/ Work Education classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of HSIE in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary Economics/ Commerce/ Work Education • <i>Years 7-10 Commerce Syllabus</i>, another HSIE Years 7-10 syllabus, <i>Years 7-10 Work Education</i> and <i>Stage 6 Economics Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms related to Economics/ Commerce/ Work Education • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Economics, Commerce and Work Education and other syllabus studied • concepts involved in civics and citizenship 	

SECONDARY GEOGRAPHY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the geography academic discipline, including recent theory and practice • spatial and ecological dimensions of geography, including the characteristics and spatial distribution of environments • processes that form and transform the features and patterns of the environment • ways physical, social, cultural, economic and political factors shape communities • environments, communities and issues • global and local forces that impact on people, ecosystems, urban places and economic activity • analysis, synthesis and evaluation of geographic information • application of geographical tools • geographical debate and communication about geographic information, ideas and issues 	Major in geography
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Geography • models of pedagogy for teaching and assessing Geography • range of strategies for teaching and assessing Geography, eg new and emerging technologies • ways of differentiating curriculum to meet the diverse needs of learners in the geography classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of HSIE in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary Geography • <i>Years 7-10 Geography Syllabus</i>, another HSIE Years 7-10 syllabus and <i>Stage 6 Geography Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Geography and other syllabus studied • Australian environments, communities and issues • the place of Australia in the world and the Asia-Pacific region • concepts involved in civics and citizenship 	

SECONDARY LEGAL STUDIES

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline of legal studies, including recent theory and practice • nature, functions, systems, processes and institutions of domestic and international law • operation and dimensions of national (eg Australian) and international legal systems • how changes in societies influence change and reform in law • skills of legal investigation and research 	Major in social sciences including legal studies
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Legal Studies • models of pedagogy for teaching and assessing Legal Studies • range of strategies for teaching and assessing for Legal Studies, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the Legal Studies classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary Legal Studies • <i>Years 7-10 Commerce Syllabus</i> , another HSIE Years 7-10 syllabus and <i>Stage 6 Legal Studies Syllabus</i> including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Legal Studies and other syllabuses studied • concepts involved in civics and citizenship 	

SECONDARY MODERN HISTORY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the academic discipline of history, including recent theory and practice • nature of contact history in the context of Aboriginal and indigenous peoples of the world • nature of past societies in early modern and modern historical periods • key features, issues and events of some relevant nations and the role of key personalities • key features and issues of periods of peace and conflict in the 20th century • significant historiographical ideas, processes and debates • processes of historical investigation and enquiry • choice and application of appropriate historical skills • significant developments social, political and cultural history of a nation and international relationships • historic linguistics and language contact 	Major in history in areas such as <ul style="list-style-type: none"> • Australian history • contact and Aboriginal history • early modern history • historiography • modern history
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning History • models of pedagogy for teaching and assessing History • range of strategies for teaching and assessing History, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the History classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary History • <i>Years 7-10 History Syllabus</i>, another HSIE Years 7-10 syllabus and <i>Stage 6 Modern History Syllabus</i> including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for History and other syllabus studied • Australia's social, political and cultural history and international relationships • concepts involved in civics and citizenship and Aboriginal history and culture 	

SECONDARY SOCIETY AND CULTURE

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of academic disciplines related to society and culture, including recent theory and practice • interactions of persons, societies, cultures and environments across time • continuity and change, personal and social futures and strategies for change • role of power, authority, gender and technology in societies and cultures • skills of social research, using appropriate protocols and ethical practices 	Major in social sciences in areas such as <ul style="list-style-type: none"> • Aboriginal studies • anthropology • archaeology • Asian or Pacific studies • civics • cultural studies • government • history • media studies • philosophy • politics • psychology (only one unit may be counted) • religion studies • social communication • sociology (at least one unit preferred)
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Society and Culture • models of pedagogy for teaching and assessing Society and Culture • range of strategies for teaching and assessing Society and Culture, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the Society and Culture classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary Society and Culture • <i>Years 7-10 HSIE Syllabuses</i> and <i>Stage 6 Society and Culture Syllabus</i> including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Society and Culture and other syllabuses studied • concepts involved in civics and citizenship 	

SECONDARY STUDIES OF RELIGION

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of academic discipline related to studies of religion, including recent theory and practice • nature of religion and belief systems in local and global contexts • influence and expression of religion and belief systems, such as those in Australia • world's major religions and traditions • religion and belief systems over time, such as those in Australia, including Aboriginal spirituality, and ethics 	Major in social sciences in areas such as studies in religion (preferably comparative religions) and culture
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Studies of Religion • models of pedagogy for teaching and assessing Studies of Religion • range of strategies for teaching and assessing Studies of Religion, eg enquiry approaches to learning • ways of differentiating curriculum to meet the diverse needs of learners in the Studies of Religion classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Human Society and Its Environment in the broader school curriculum and the relationship between HSIE, numeracy and literacy • place of secondary HSIE in the continuum of learning in K-12, including a particular understanding of the links between Stage 3 and Stage 4 • current issues that relate to the teaching of secondary Studies of Religion • <i>Years 7-10 History Syllabus</i> and <i>Stage 6 Studies of Religion Syllabus</i> including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Studies of Religion and other syllabuses studied • influence and expression of religion and belief systems in Australia • religion and belief systems over time in Australia, including Aboriginal spirituality • concepts involved in civics and citizenship 	

SECONDARY AGRICULTURAL TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice, related to principles and processes of production and the development of agricultural enterprise as an industry • nature and role of agricultural technology including: <ul style="list-style-type: none"> - physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems - management of production systems including social and environmental issues - technology and management techniques used in sustainable agricultural production and marketing - competency and safety in agricultural work practices - skills of research (investigation, collection, analysis, interpretation), experimentation, and communication - impact of innovation, ethics and current issues on a country's agricultural systems, such as Australia - local and global interaction of agriculture with a country's economy, culture and society, such as Australia - sustainable and ethical agricultural practices, in particular animal welfare and ethics • practice of design and problem solving in agricultural technology contexts 	<p>A major in agriculture in an area such as</p> <ul style="list-style-type: none"> • agricultural science • agricultural technology or • horticulture <p>including studies of</p> <ul style="list-style-type: none"> • plants and animals • animal care • agricultural enterprises • chemical safety
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Agricultural Technology • models of pedagogy for teaching and assessing Agricultural Technology • range of strategies for teaching and assessing Agricultural Technology for practical, design and enterprise-based learning • ways of differentiating curriculum to meet the diverse needs of learners in the Agricultural Technology classroom/environment 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Agricultural Technology in the broader school curriculum and the relationship between Agricultural Technology, numeracy and literacy • place of secondary Agricultural Technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Years 7-10 Agricultural Technology Syllabus</i>, another <i>Years 7-10 Technology syllabus</i> and <i>Stage 6 Agricultural Technology Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Agricultural Technology and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	

SECONDARY COMPUTING TECHNOLOGY INFORMATION SYSTEMS

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of computing technology as an industry • nature and role of current and emerging information processes and technology: <ul style="list-style-type: none"> - information systems and processes, including historical perspectives - tools for and interrelationships between information processes - planning, design and implementation of information systems - personal and group information and communication systems and databases - project based management, including social and ethical decision-making - management, communication and collaboration on information systems projects • practice of design and problem solving in computing technology contexts 	A major in computing or computing technology including at least two units that develop skills in information and communications technologies and information systems eg database design including relational databases and communication systems/networking.
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning computing technology • models of pedagogy for teaching and assessing computing technology • range of strategies for teaching and assessing computing technology for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in the computing technology classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of computing technology in the broader school curriculum and the relationship between computing technology, numeracy and literacy • place of secondary computing technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Years 7-10 Information and Software Technology Syllabus</i>, another <i>Years 7-10 technology syllabus</i> and <i>Stage 6 Information Processes and Technology Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for computing technology syllabuses and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing equipment and other resources 	

SECONDARY COMPUTING TECHNOLOGY SOFTWARE DESIGN

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> ● broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of computing technology as an industry ● nature and role of current and emerging technologies related to software design and development such as: <ul style="list-style-type: none"> - concepts and issues in the design and development of software, defining problem-solving and creating software solutions - development and impact of software solutions, including historical perspectives - software development cycle - evolution of programming languages - interrelationships between hardware and software - ways software solutions utilise and interact with other elements of computer systems - legal, social and ethical issues - management, communication and collaboration on projects ● practice of design and problem solving in computing technology contexts 	A major in computing or computing technology including at least two units that develop skills in the design and development of software eg programming in a computer-based language and system analysis, design, development and testing.
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> ● knowledge base underpinning the principles and practices of teaching and learning computing technology ● models of pedagogy for teaching and assessing computing technology ● range of strategies for teaching and assessing computing technology for practical, design and project-based learning ● ways of differentiating curriculum to meet the diverse needs of learners in the computing technology classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> ● role and value of computing technology in the broader school curriculum and the relationship between computing technology, numeracy and literacy ● place of secondary computing technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology ● <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Years 7-10 Information and Software Technology Syllabus</i>, another Years 7-10 technology syllabus and <i>Stage 6 Software Design and Development Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms ● Board of Studies assessment requirements for the School Certificate and Higher School Certificate for computing technology syllabuses and other syllabuses studied ● management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing equipment and other resources 	

SECONDARY DESIGN AND TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of design as an industry • nature and role of past, current and emerging technology in the relevant industry • design process for developing design ideas and managing the production of solutions and documenting, communicating and presenting design ideas • selecting and using a range of materials, tools and equipment and at least six technologies competently and safely • innovation, creativity and enterprise to resolve design issues • impact of past, current and emerging technologies on the individual, society and environments • work of designers and the issues that influence their work, including principles of appropriate technology, ethical and responsible design and ecological sustainability • practice of design and problem solving in the relevant industry 	<p>A major in design or design related study in areas such as:</p> <ul style="list-style-type: none"> • architecture • fashion design • graphic design • industrial design • interior design • landscape design • product design <p>including two units of practical application in designing and producing in one or more of the following technology related areas such as:</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning in Design & Technology • models of pedagogy for teaching and assessing Design and Technology • range of strategies for teaching and assessing Design and Technology for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in a Design & Technology classroom 	<ul style="list-style-type: none"> • agriculture • computing • engineering • food technology • industrial technology (wood, metals, plastics) • graphics/ multimedia • textile technology
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of design technologies in the broader school curriculum and the relationship between Design & Technology, numeracy and literacy • place of secondary Design and Technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), another <i>Years 7-10 Technology syllabus</i>, <i>Stage 4-5 Design and Technology Syllabus</i> and <i>Stage 6 Design and Technology Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Design and Technology and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	

SECONDARY ENGINEERING TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of design within the engineering industry • nature and role of engineering studies including: <ul style="list-style-type: none"> - scope of engineering and current innovations - roles and responsibilities of engineers - engineering principles and practices, including safety in work practices - mechanical and physical properties of materials in various structural and non-structural situations - communication appropriate to engineering - developments in technology and their impact and influence on people and engineering practice, and on the economy, society and the environment; giving consideration to the role of emerging technologies on the way engineers work - management and problem-solving skills for engineering - application of engineering methodology - ethical issues in engineering • practice of design and problem solving in an engineering context 	A major in engineering or engineering studies including studies of <ul style="list-style-type: none"> • the application of engineering principles and methods • management and problem-solving in engineering contexts • responsibilities of engineers in society
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Engineering Studies • models of pedagogy for teaching and assessing Engineering Studies • range of strategies for teaching and assessing Engineering Studies for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in the Engineering Studies classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Engineering Studies in the broader school curriculum and the relationship between Engineering Studies, numeracy and literacy • place of secondary Engineering Studies in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Years 7-10 Industrial Technology (focus area Engineering) Syllabus</i>, another <i>Years 7-10 technology syllabus</i> and <i>Stage 6 Engineering Studies Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Engineering Studies and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	

SECONDARY FOOD TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice, related to principles and processes of production and the development of the food industry • nature and role of current and emerging food technologies • design, preparation and presentation of food and food products for specified purposes and situations • properties and performance of food, nutrition and food safety • factors that influence food consumption; preparation/processing; and marketing, including the cultural, social and economic significance of food including Indigenous and historical dimensions, eg in Australia • practice of design and production/manufacture in food and hospitality contexts, including safe work practices 	A major in food technology Including theoretical studies and practical applications in: <ul style="list-style-type: none"> • food industry, such as Australian • food manufacture • food product development • contemporary food issues • food marketplace
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Food Technology • models of pedagogy for teaching and assessing Food Technology • range of strategies for teaching and assessing Food Technology • for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in the Food Technology • classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Food Technology in the broader school curriculum and the relationship between Food Technology, numeracy and literacy • place of secondary Food Technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Years 7-10 Food Technology Syllabus</i>, another Years 7-10 technology syllabus, and <i>Stage 6 Food Technology Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Food Technology and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	

SECONDARY GRAPHICS AND MULTIMEDIA TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of graphics and design as an industry, such as in Australia • nature and role of past, current and emerging technology in the graphics and multimedia industry • impact and influence of the graphics industry on the economy, society and the environment, including the role of emerging technologies on the way graphics and multimedia presentations are created and used • design and creation of complex projects using contemporary graphics and multimedia techniques, and communication and presentation media • resources used in the development of graphics and multimedia products and management of these to communicate effectively to an identified audience • practice of design and production in the context of the graphics and multimedia industry • application of legal, ethical and environmental requirements and considerations <p>AND</p> <p><i>Industrial Technology – Multimedia focus area</i></p> <ul style="list-style-type: none"> • design and creation of complex projects using contemporary multimedia techniques, publishing processes, communication and presentation media • resources used in the development of multimedia products and management of these to communicate effectively to an identified audience • impact and influence of the multimedia industry on the economy, society and the environment; giving consideration to the role of emerging technologies on the way multimedia presentations are created and used • practice of design and production in the context of the multimedia industry • application of legal, ethical and environmental requirements 	<p>A major in graphic design or multimedia design</p> <p>including computer-aided design (CAD) and</p> <p>theoretical studies and practical applications in at least three of the following areas:</p> <ul style="list-style-type: none"> • architecture and architectural drawing, such as Australian • cabinet drawing • computer animation • engineering drawing • furniture drawing • landscape drawing • product and technical illustration.
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning in graphics and multimedia technology • models of pedagogy for teaching and assessing graphics and multimedia technology • range of strategies for teaching and assessing graphics and multimedia technology for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in a graphics and multimedia technology classroom 	

<p>1.1.3 Knowledge of NSW curriculum requirements</p>	<p>Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act</p>	<ul style="list-style-type: none"> • role and value of graphics and multimedia technology in the broader school curriculum and the relationship between a material-specific technology, numeracy and literacy • place of secondary graphics and multimedia technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-10 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Stage 4-5 Industrial Technology - Multimedia</i>, <i>Stage 4-5 Graphics Technology Syllabus</i>, another Years 7-10 Technology syllabus, and <i>Stage 6 Industrial Technology Syllabus</i> (Graphics and Multimedia focus areas), and <i>Stage 6 Design and Technology Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for graphics and multimedia technology syllabuses and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	
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SECONDARY INDUSTRIAL TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS

An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.

A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.

A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.

Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of design as an industry <ul style="list-style-type: none"> - nature and role of current and emerging industrial technology in particular focus areas including: - structural, technical, environmental and sociological factors, personnel issues and occupational health and safety related to a specific industry - designing, drawing, computer applications and project management - workplace communication including literacy, numeracy, calculations and graphics - industry-specific production principles and processes - preparation, manufacture and presentation of quality products for specified purposes and situations - relationships between technology, the individual, society and the environment <p><i>Industrial Technology – Timber focus area</i></p> <ul style="list-style-type: none"> • design and manufacture of complex timber projects using contemporary processes, tools and machinery • properties of and uses for natural and manufactured resources in a range of consumer, commercial and industrial contexts • impact and influence of the timber products and furniture industry on the economy, society and the environment; giving consideration to the role of emerging technologies on the way manufactured products are made and used • practice of design and production/manufacture in the timber products and furniture industry context <p>AND EITHER</p> <p><i>Industrial Technology – Metals focus area</i></p> <ul style="list-style-type: none"> • design and manufacture of complex metal based projects using contemporary processes, tools and machinery • mechanical and physical properties of ferrous and non-ferrous metals in various structural and non-structural forms • impact and influence of the metal manufacturing industry on the economy, society and the environment; giving consideration to the role of emerging technologies on the way manufactured products are made and used • practice of design and production/manufacture in the metals and engineering context <p>OR</p>	<p>A major in industrial design, industrial technology or technics areas or engineering including studies in areas such as wood, metals, plastics, electronics, technical drawing and engineering studies.</p> <p>Additional study may be undertaken as follows:</p> <p>Industrial Technology - automotives at least two units of automotive studies</p> <p>Industrial Technology - building and construction at least two units of study in building and construction</p> <p>Industrial Technology - electronics at least two units of study in electronics</p> <p>Industrial Technology - multimedia at least two units of study in multimedia</p>

		<p><i>Industrial Technology – Electronics focus area</i></p> <ul style="list-style-type: none"> • design and manufacture of complex projects using contemporary electrical principles, manufacturing processes, instruments and testing equipment • logical and systematic nature of electronic circuitry and how electronic elements integrate to meet identified needs • impact and influence of the electronics industry on the economy, society and the environment; giving consideration to the role of emerging technologies on the way electronic products are made and used. • practice of design and production/manufacture in the electronics industry context 	
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning in a material-specific technology • models of pedagogy for teaching and assessing a material-specific technology • range of strategies for teaching and assessing a material-specific technology for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in a material-specific technology classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Industrial Technology in the broader school curriculum and the relationship between a material-specific technology, numeracy and literacy • place of Industrial Technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-10 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Stage 4-5 Industrial Technology Syllabus</i>, another Years 7-10 technology syllabus, and <i>Stage 6 Industrial Technology Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for a material-specific technology in Industrial Technology syllabuses and other syllabuses studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	

SECONDARY TEXTILES TECHNOLOGY

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the technology discipline, including recent theory and practice related to principles and processes of production and the development of textiles and design as an industry, such as in Australia • design, production and evaluation of quality textile items and the documentation, communication and presentation of design ideas • properties and performance of textiles related to the selection of textile materials and techniques • role and impact of textiles for the individual consumer, society and the environment • nature, role and impact of past, current and emerging technology in a textile industry, such as the Australian Textile, Clothing, Footwear and Allied Industries • occupational health and safety related to a textile industry • practice of design and problem solving in a textiles technology context 	A major in textile studies in areas such as <ul style="list-style-type: none"> • textile technology or • fashion design and including theoretical studies and practical applications in areas such as <ul style="list-style-type: none"> • design • properties and performance of textiles • textile, clothing, footwear and allied industries, such as Australian
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning in textile technology • models of pedagogy for teaching and assessing textile technology • range of strategies for teaching and assessing textile technology for practical, design and project-based learning • ways of differentiating curriculum to meet the diverse needs of learners in a textile technology classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of textile technology in the broader school curriculum and the relationship between textile technology, numeracy and literacy • place of a secondary textile technology in the continuum of learning in Technology K-12, including a particular understanding of the links between Stage 3 Science and Technology and Stage 4 Technology • <i>Years 7-8 Technology Mandatory Syllabus</i> (including mandated ICT), <i>Years 7-10 Textile Technology Syllabus</i>, another <i>Years 7-10 Technology syllabus</i> and <i>Stage 6 Textiles and Design Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for textile technology syllabuses and other syllabus studied • management practices for technology teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	

SECONDARY PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (PDHPE)

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
<p>An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.</p> <p>A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.</p> <p>A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.</p>			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of PDHPE as a discipline, including recent theory and practice • socio-cultural influences on physical activity and the social view of health • influences on adolescent health issues including evidence of study in mental health, sexual health, relationships, drug education, road safety, nutrition and healthy food habits and risk-taking behaviours • movement experiences in areas including gymnastics, dance and games and sports and a range of contemporary physical activities • contemporary view of physical activity catering for the needs of young people including gender, sexuality and culture • scientific areas underpinning movement, such as anatomy, physiology, motor learning and biomechanics 	<p>A major in</p> <ul style="list-style-type: none"> • personal development and/or • health studies (with a socio-cultural perspective) and/or • physical education <p>with</p> <p>at least three units of study in health education including mental health, sexual health, relationships, drug education, child protection education, gender studies and risk taking behaviour</p> <p>and</p> <p>at least three units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning PDHPE • models of pedagogy for teaching and assessing PDHPE • range of strategies for teaching and assessing PDHPE • ways of differentiating curriculum to meet the diverse needs of learners in the PDHPE classroom/environment 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of PDHPE in the broader school curriculum and the relationship between PDHPE, numeracy and literacy • place of secondary PDHPE in the continuum of learning in PDHPE K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Personal Development Health and Physical Education Syllabus</i> and <i>Stage 6 Personal Development Health and Physical Education Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for PDHPE 	<p>Vocationally oriented courses, coaching certificates, umpiring/refereeing accreditation in sports and physical activities are not recognised as equivalent.</p>

SECONDARY LANGUAGES

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of a language as a discipline, including recent theory and practice • language and culture which enables participation in a range of productive and receptive interactions • linguistic and cultural systems of language • intercultural awareness that allows effective communication across languages and cultures • production of sustained oral and written text in a range of genres demonstrating use of relevant vocabulary, syntax and structures in a specific language • authentic texts, both written and spoken 	<p>A major in a language including study of the spoken and written language.</p> <p>Where the language is an Aboriginal language there may be specific cultural requirements.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning a language • models of pedagogy for teaching and assessing a language • knowledge of current developments and research into teaching and learning of first, second and a subsequent language • range of strategies for teaching and assessing a language • ways of differentiating curriculum to meet the diverse needs of learners in the language classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of a language in the broader school curriculum and the relationship between languages, numeracy and literacy • place of a secondary language in the continuum of learning • <i>K-10 Language Syllabus/es</i> and <i>Stage 6 Language Syllabus/es</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for a language 	

SECONDARY DANCE

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of dance as a discipline, including recent theory and practice • socio-historic context of dance and its impact on practices of performance and composition • range of dance analysis models • composition of dance phrases and sequences and choreography of dance works • dance technique and performance quality in a range of dance styles • thorough knowledge of anatomy and kinesiology applied to dance 	<p>A major in dance including all of the following</p> <ul style="list-style-type: none"> • history and analysis of dance • performance, with a technique base in modern/contemporary dance and ballet • applied anatomy and kinesiology, and • composition/ choreography.
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Dance • models of pedagogy for teaching and assessing Dance • range of strategies for teaching and assessing practices of performing, composing and appreciating Dance • ways of differentiating curriculum to meet the diverse needs of learners in the Dance classroom, including effective management practices 	<p>Dance studies must be developed as a discrete discipline.</p> <p>Vocationally oriented courses are not recognised as equivalent.</p>
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Dance in the broader school curriculum and the relationship between Dance, numeracy and literacy • place of secondary Dance in the continuum of learning in Creative Arts K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Dance Syllabus</i> and <i>Stage 6 Dance Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Dance 	

SECONDARY DRAMA

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of drama as a discipline, including recent theory and practice • socio-cultural and historical influences on drama practices of making and performance • elements and practices of drama in making, performing and appreciating drama and theatre • processes of making, performing and appreciating performance styles and dramatic forms 	<p>A major in drama including all of the following</p> <ul style="list-style-type: none"> • performance • production • theory, and • preferably Australian drama <p>Drama studies must be developed as a discrete discipline.</p> <p>Vocationally oriented courses are not recognised as equivalent.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Drama • models of pedagogy for teaching and assessing Drama • range of strategies for teaching and assessing Drama • experiential understanding and learning in: <ul style="list-style-type: none"> - elements of drama, including in physical activities - collaborative making and performing practices that provide opportunities for students to develop group performances for a range of audiences - performance of scripted and non-scripted drama and theatre • ways of differentiating curriculum to meet the diverse needs of learners in the Drama classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Drama in the broader school curriculum and the relationship between Drama, numeracy and literacy • place of secondary Drama in the continuum of learning in Creative Arts K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Drama Syllabus</i> and <i>Stage 6 Drama Syllabus</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Drama • drama processes relating to improvisation, play building and scripted drama and theatre 	

SECONDARY MUSIC

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of music as a discipline, including recent theory and practice • socio-cultural and historical contexts of a range of styles, periods and genres of music including contemporary and western art music • learning experiences of performance, composition, musicology and aural, and how musical development occurs through the integration of these learning experiences • working knowledge of music technology and equipment including hardware, software, musical instruments, audio visual equipment and their maintenance • new and emerging technologies related to multimedia and music 	<p>Major in music including all of the following</p> <ul style="list-style-type: none"> • musicological study (music history and analysis) in a range of musical styles • periods and genres with a strong component of contemporary and western art music • compositional techniques • music performance studies (a minimum of two years of music performance studies) and • preferably Australian music. <p>The study of music and music practice must be developed as a discrete discipline.</p> <p>Vocationally oriented courses are not recognised as equivalent.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning Music • models of pedagogy for teaching and assessing Music • range of strategies for teaching and assessing practices of performance, improvisation, musicology, aural and composition in Music • integrated study of learning experiences in Music for programs that provide opportunities for students to develop solo or ensemble performances for a range of audiences • ways of differentiating curriculum to meet the diverse needs of learners in the Music classroom 	
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Music in the broader school curriculum and the relationship between Music, numeracy and literacy • place of secondary Music in the continuum of learning in Creative Arts K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Music Syllabus</i> and <i>Stage 6 Music Syllabuses</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Music 	

SECONDARY VISUAL ARTS

ELEMENT 1: TEACHERS KNOW THEIR SUBJECT CONTENT AND HOW TO TEACH THAT CONTENT TO THEIR STUDENTS			
An undergraduate initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.1, 1.1.2 & 1.1.3.			
A graduate entry initial teacher education program will include study of content described in the Unit content column in rows related to Standards 1.1.2 & 1.1.3.			
A graduate with a degree in a relevant area of academic study who is admitted to a graduate entry program (see last column) will be considered to have met Standard 1.1.1.			
Aspect	Graduate Teacher Standard	Unit content	Relevant areas of academic study for admission to a graduate entry program (first designated area/ teaching method)
1.1.1 Knowledge of subject content	Demonstrate knowledge of the central concepts, modes of enquiry and structure of the content/ discipline(s)	<ul style="list-style-type: none"> • broad and critical knowledge and understanding of the study of visual arts as a discipline, including recent theory and practice • competence in the resolution of a body of work • reasoned inquiry in the production of artworks and in critical and historical investigations • conventions of artmaking practice in a range of 2D, 3D and 4D art forms • conventions of practice in art criticism and art history and demonstrate an informed point of view in critical and historical accounts • traditional and contemporary practice in the field of the visual arts – art, craft & design – applying concepts and techniques to the production of works 	<p>A major in visual arts including all of the following</p> <ul style="list-style-type: none"> • practical studies in 2 and 3 and/or 4 dimensional art forms • art theory/history (a minimum of one year) • studio art making practice (a minimum of one year) <p>The study of visual arts must be developed as a discrete discipline.</p>
1.1.2 Knowledge of pedagogy	Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s)	<ul style="list-style-type: none"> • knowledge base underpinning the principles and practices of teaching and learning visual arts • models of pedagogy for teaching and assessing visual arts • range of strategies for teaching and assessing visual arts practices • ways of differentiating curriculum to meet the diverse needs of learners in the visual arts classroom 	<p>Vocationally oriented courses are not recognised as equivalent.</p>
1.1.3 Knowledge of NSW curriculum requirements	Design and implement lesson sequences using knowledge of the NSW syllabuses or other curriculum requirements of the Education Act	<ul style="list-style-type: none"> • role and value of Visual Arts in the broader school curriculum and the relationship between Visual Arts, numeracy and literacy • place of secondary Visual Arts in the continuum of learning in Creative Arts K-12, including a particular understanding of the links between Stage 3 and Stage 4 • <i>Years 7-10 Visual Arts Syllabus, Years 7-10 Photographic and Digital Media Syllabus, Years 7-10 Visual Design Syllabus and Stage 6 Visual Arts Syllabuses</i>, including aim, objectives, outcomes, content, course requirements and key terms • Board of Studies assessment requirements for the School Certificate and Higher School Certificate for Visual Arts and other syllabuses studied • management practices for Visual Arts teachers including safety and risk management, budgeting, selecting, storing, maintaining and replacing materials, equipment and other resources 	