



# EDST4030

## Practice of Teaching: The Emerging Professional K-6

Session 1, In person-scheduled-infrequent, North Ryde 2024

*Macquarie School of Education*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>Acknowledgement of Country</u>	10
<u>School of Education Procedures</u>	11
<u>The MSoE 5Rs Framework</u>	13

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#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Convenor (Academic)

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Convenor (Professional Experience (PEX))

Renee Preval-Mann

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Credit points

10

Prerequisites

(EDST3000 or EDST300) and (EDST3100 or EDST310)

Corequisites

Co-badged status

Unit description

This is a Professional Experience unit that builds upon the knowledge and understanding of assessment principles and classroom practices, and on using data to make informed pedagogical decisions and enhance student learning. The unit will focus on utilising data to develop effective teaching and learning activities for diverse learners. Strategies for behaviour and classroom management to ensure a supportive and safe learning environment will be explored. Students will link reflexive processes to planned actions to improve their teaching practice. Students will be required to work in a school under the guidance of a Supervising Teacher.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Interpret various forms of data to make informed assessment, pedagogical and curriculum decisions.

**ULO2:** Plan lessons and employ effective teaching and classroom management

strategies to enhance student learning.

**ULO3:** Assess and evaluate teaching programs to improve learning.

**ULO4:** Apply inclusive strategies for diverse learners in diverse classrooms to enhance student learning outcomes.

**ULO5:** Design positive and productive learning environments to enhance student wellbeing and engagement.

**ULO6:** Link reflexive processes to planned actions to improve teaching practice.

## General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### University policy on grading

#### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

#### Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

*Note: If you fail a unit with a professional experience component, the fail grade will be on your*

*transcript irrespective of the timing of the placement.*

### **Withdrawing from this unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

### **Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <https://ask.mq.edu.au>

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Understanding Assessment of Student Learning</a>	40%	No	23:55, 9/04/2024
<a href="#">Preparation for TPA: Diverse Learners</a>	60%	No	23:55, 11/06/2024
<a href="#">Professional Experience Report</a>	0%	Yes	23:55, 14/06/2024

## **Understanding Assessment of Student Learning**

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **23:55, 9/04/2024**

Weighting: **40%**

Students produce an information sheet and accompanying exegesis describing how students in a case study class will be assessed in relation to the purposes of the assessment regime.

Maximum word length: 1000.

On successful completion you will be able to:

- Interpret various forms of data to make informed assessment, pedagogical and curriculum decisions.
- Plan lessons and employ effective teaching and classroom management strategies to enhance student learning.

- Assess and evaluate teaching programs to improve learning.
- Apply inclusive strategies for diverse learners in diverse classrooms to enhance student learning outcomes.
- Design positive and productive learning environments to enhance student wellbeing and engagement.
- Link reflexive processes to planned actions to improve teaching practice.

## Preparation for TPA: Diverse Learners

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 16 hours

Due: **23:55, 11/06/2024**

Weighting: **60%**

Students develop a detailed plan to address the learning goals of a case study student based on situational analyses of a school and classroom and analysis of the specific learning needs of the student. Maximum word length: 2000.

On successful completion you will be able to:

- Interpret various forms of data to make informed assessment, pedagogical and curriculum decisions.
- Plan lessons and employ effective teaching and classroom management strategies to enhance student learning.
- Assess and evaluate teaching programs to improve learning.
- Apply inclusive strategies for diverse learners in diverse classrooms to enhance student learning outcomes.
- Design positive and productive learning environments to enhance student wellbeing and engagement.
- Link reflexive processes to planned actions to improve teaching practice.

## Professional Experience Report

Assessment Type <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 0 hours

Due: **23:55, 14/06/2024**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Submission of the final professional experience report form completed by the students' Supervising Teacher and the register which shows the dates attended at the school and activities undertaken by the student on their professional experience.

On successful completion you will be able to:

- Interpret various forms of data to make informed assessment, pedagogical and curriculum decisions.
- Plan lessons and employ effective teaching and classroom management strategies to enhance student learning.
- Assess and evaluate teaching programs to improve learning.
- Apply inclusive strategies for diverse learners in diverse classrooms to enhance student learning outcomes.
- Design positive and productive learning environments to enhance student wellbeing and engagement.
- Link reflexive processes to planned actions to improve teaching practice.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

### Required and recommended texts

The following texts are prescribed for this unit:

Cavanagh, M. & Prescott, A. (2022). **Your Professional Experience Handbook (2e)**. Pearson.

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). **Positive learning environments: Creating and maintaining productive classrooms. (2nd ed.)** Cengage Learning. (You can use copies of these books from your EDST2000 unit).

We will assume that you have a copy of both books and that you will use them in preparation for classes and assessment tasks.

### Structure

The unit comprises 1 hour weekly lecture and 2 hour workshop. In the workshop (listed in

Timetables as Tutorial) students will discuss issues, answer questions arising from the lectures and prescribed readings and engage in hands-on tasks. They are expected to base their arguments/discussions/products on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

## **Access and technical assistance**

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: [help.mq.edu.au](http://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

## **Unit Schedule**

A full schedule of learning and teaching is available on the unit iLearn site.

## **Policies and Procedures**

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about



throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Acknowledgement of Country

The Macquarie School of Education recognises the Darug people as the traditional custodians of the land upon which we learn and teach. In particular, we would like to acknowledge the Wallumettagal clan of the Darug Nation, the traditional custodians of this land, whose cultures and customs have nurtured and continue to nurture the land on which we are meeting and learning. Their interaction with the land over such a long time suggests there is much we can learn from them about sustainability and respect for the environment.

The local totem of the Wallumettagal clan is Wallumai, a black snapper fish that has been described this way: "shy but clever fish, who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery, their school and their home. The mangroves represent life – the obstacles and tangles that we need to navigate. Once we learn the right path to take, we are safe in that knowledge and in our lives".\*

\* Walanga Muru. Accessed from <https://www.mq.edu.au/about/about-the-university/ourcommitment-to-aboriginal-and-torres-strait-islander-peoples>

## **School of Education Procedures**

In addition, the following policies and procedures of the School of Education are applicable in this unit.

### **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2024/>

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### **Infrequent Attendance Students**

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2024/>

- The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.

- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

## **Fail Rule**

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

## **Passing a Professional Experience Unit**

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

## **Professional Experience Unit Placement Expectations**

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/inducting-on-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it

may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.

- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified as being **in need of additional support** for Professional Practice and/or Bookwork, the School of Education's '**Additional Support**' procedure will be activated.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

## **Fitness to practice requirements**

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

## **The MSoE 5Rs Framework**

At Macquarie University we aim to produce graduates who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities

that will make teaching a sustaining career for years to come. Embedded in all our teaching courses is the Macquarie's 5R's framework which helps develop our graduates to be:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

In this unit you will learn using the 5Rs framework in the following ways:

<b>RESILIENT</b>	You will need to balance a long PEx with their unit assessments as well as other life demands.
<b>REFLEXIVE</b>	You are required to reflect on practice and act on their insights during PEx and for related assessment tasks.
<b>RESPONSIVE</b>	You will need to respond to needs of students, in various situations, as well as the whole class in general during PEx.
<b>READY TO LEARN</b>	Constant reflection in and on practice means that you must be ready to learn from what you experience and apply that new insight.
<b>RESEARCH ENGAGED</b>	You will need to use current research to inform decisions and practice relating to student behaviour and learning.

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Unit information based on version 2024.01R of the [Handbook](#)