



EDCN831

Leading the Learning of New Teachers

S1 External 2014

Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Norman McCulla

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Credit points

4

Prerequisites

Admission to MA in Education Studies or MEChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHEd or PGDipHEd or PGCertHEd or MSpecEd or PGDipSpecEd or PGCertSpecEd or MTeach(Birth to Five Years) or MEnvEd or PGDipEnvEd or PGCertEnvEd

Corequisites

Co-badged status

Unit description

There is increasing emphasis within teacher professional standards frameworks for the mentoring of new teachers to be a prerequisite for seeking professional accreditation at higher levels of practice. This unit develops leadership skills and understandings in education contexts related to the support and development of new teachers. In the school sector, it draws on national and international literature on pre-service professional experience, induction, certification, retention and succession to develop a sound theoretical framework for critical reflection on current practice. This is complemented by consideration of the literature on mentoring and adult learning. Assessment tasks are designed to enhance workplace capacity.

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:

Demonstrate an understanding of the scope of the policies, strategies and practices in supporting new teacher development in education contexts

Deconstruct and critique a range of policies, strategies and practices in schools other

education workplaces

Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

Assessment Tasks

Name	Weighting	Due
<u>Online Discussions</u>	30%	Fortnightly
<u>Reflective Journals</u>	30%	21 April and 9 June
<u>Major Assessment Task</u>	40%	26 May

Online Discussions

Due: **Fortnightly**

Weighting: **30%**

Six online seminars related to the topic in each Module

On successful completion you will be able to:

- Demonstrate an understanding of the scope of the policies, strategies and practices in supporting new teacher development in education contexts
- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces

Reflective Journals

Due: **21 April and 9 June**

Weighting: **30%**

Reflective journals summarise the learning derived from the literature and from discussion.

On successful completion you will be able to:

- Demonstrate an understanding of the scope of the policies, strategies and practices in supporting new teacher development in education contexts
- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

Major Assessment Task

Due: **26 May**

Weighting: **40%**

Sustained writing on an aspect of practice in the participant's school/workplace or jurisdiction.

On successful completion you will be able to:

- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

Delivery and Resources

The core text for this Unit is:

Ewing, R., Lowrie, T. and Higgs, J. (2010). *Teaching and Communicating. Rethinking Professional Experiences.* Melbourne. Oxford University Press.

It will be assumed that you have your own copy of this text as well as computer and regular access to the Internet.

Books can be ordered from the Co-op Bookshop on campus (+61 2) 9850 7618 or macq@coop-bookshop.com.au or via the Bookshop website <http://www.coop-bookshop.com.au>

There is a wealth of material nationally and internationally in this area. In addition to the textbook, you are expected to draw on literature from several other sources including

- key readings provided in each Module.
- relevant material which you find electronically through the library databases and through search engines on the Internet
- materials developed by employing authorities and regulatory authorities
- Macquarie University's support materials for professional experience.

Unit Schedule

Wk	Wk begin	Module	Online Discussion	Assignment
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1	3 March	Mod 1	LA1	
2	10 March	Mod 2	LA2	
3	17 March	Mod 2	LA2	
4	24 March	Mod 3	LA3	
5	31 March	Mod 3	LA3	
6	7 April	Mod 4	LA4	
7	14 April	Mod 4	LA4	Mid-semester Break
8	21 April	Mod 5	LA5	Mid-semester Break <i>Reflective Journal</i> <i>Part 1 Due 21 April</i>
9	28 April	Mod 5	LA5	
10	5 May	Mod 5	LA5	
11	12 May	Mod 6	LA6	
12	19 May	Mod 6	LA6	
13	26 May	Mod 7	LA7	<i>Major Assignment Due 26 May</i>
14	2 June	Mod 7	LA7	
15	9 June	Mod 8 & Review	LA8	<i>Reflective Journal</i> <i>Part 2 Due 9 June</i>

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the scope of the policies, strategies and practices in supporting new teacher development in education contexts
- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the scope of the policies, strategies and practices in supporting new teacher development in education contexts
- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the scope of the policies, strategies and practices in supporting new teacher development in education contexts
- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in

supporting new teacher development.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Deconstruct and critique a range of policies, strategies and practices in schools other education workplaces
- Critically reflect on program implementation in the participant's own workplace or jurisdiction and construct a plan for the improvement of an aspect of practice in supporting new teacher development.