



EDCN831

Leading the Learning of New Teachers

S1 Online 2016

Dept of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Norman McCulla

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Contact via +61 2 9850 8650

C3A 908

By appointment

Greg Robertson

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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 PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHEd or MEnvEd or PGDipEnvEd or PGCertEnvEd or GradDipIndigenousEd or MIndigenousEd

Corequisites

Co-badged status

Unit description

This unit develops leadership skills and theoretical understandings in education contexts supporting the development of new teachers. It draws on national and international literature in areas such as pre-service professional experience, induction, certification, retention and mentoring to develop a sound theoretical framework for critical reflection on current practice in schools and other education workplaces. Assessment tasks are designed to enhance the workplace capacity of participants.

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, programs and practices in supporting new teacher development in education contexts

Deconstruct and critique a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development

Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace

Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Assessment Tasks

Name	Weighting	Due
<u>Six online discussions</u>	30%	Fortnightly
<u>Two reflective tasks</u>	30%	24 April and 5 June
<u>Major assignment</u>	40%	22 May

Six online discussions

Due: **Fortnightly**

Weighting: **30%**

See unit schedule for time frame and details

On successful completion you will be able to:

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

Two reflective tasks

Due: **24 April and 5 June**

Weighting: **30%**

Each provides a personal point of synthesis for your readings, discussions and reflections.

On successful completion you will be able to:

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

- Deconstruct and critique a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace

Major assignment

Due: **22 May**

Weighting: **40%**

Provides scope to explore an area of personal interest or need related to the unit learning outcomes in greater depth

On successful completion you will be able to:

- Deconstruct and critique a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Delivery and Resources

Leading the Learning of New Teachers seeks to establish a sound theoretical and professional basis for designing, leading and evaluating programs for the development of new teachers in schools and other educational settings. The scope of the unit encompasses the professional experience component of teacher education, induction, preparation for certification at the level of professional competence, and professional growth beyond that. The role of mentoring, the career path development of the mentor, and succession planning for formal positions of leadership are also considered. An over-arching theoretical framework is developed through a consideration of the extensive national and international literature in this area. The unit is designed to assist those wanting to consider the topic from a theoretical perspective, a policy perspective, in applying the insights to schools, early childhood centres or other education workplaces, or a practical perspective of designing better school or workplace programs.

While the main focus of the unit is on the school sector, participants in other sectors such as nursing, the armed services, law, and environmental education have successfully undertaken this unit using their own workplaces as case studies. Unit evaluations have also shown that these students add a rich dimension to the unit as well as gain from their experiences in working with participants from other sectors.

Eight modules make up the unit with recommended readings in each. These are available through the Macquarie University Library or online.

The required text for this Unit is:

Cavanagh, M. & Prescott, A. (2015). *Your Professional Experience Handbook*. Sydney, Pearson.

It will be assumed that you have your own copy of this text. It is designed to complement the policy and program perspectives by providing a specific new teacher perspective. 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>

Unit Schedule

Wk	Wk begin	Module	Online Discussion	Other
1	29 February	Mod 1	LA1	3 March Orientation and Seminar 1 E6A 116 5-7pm
2	7 March	Mod 2	LA2	
3	14 March	Mod 2	LA2	Seminar 2- 17 March E6A 116 5-7pm
4	21 March	Mod 3	LA3	
5	28 March	Mod 3	LA3	Seminar 3- 31 March E6A 116 5-7pm
6	4 April	Mod 4	LA4	
7	11 April	Mod 4	LA4	Mid-semester Break
8	18 April	Mod 5	LA5	Mid-semester Break Reflective Journal Part 1 Due 24 April
9	25 April	Mod 5	LA5	Seminar 4- 28 April E6A 116 5-7pm

10	2 May	Mod 6	LA5	
11	9 May	Mod 6	LA6	Seminar 5- 12 May E6A 116 5-7pm
12	16 May	Mod 7	LA6	
13	23 May	Mod 7	LA7	Major Assignment Due 22 May Seminar 6- 26 May E6A 116 5-7pm
14	30 May	Mod 8	LA7	Reflective Journal Part 2 Due 5 June
15	6 June	Mod 8 & Review	LA8	Seminar 7- 9 June E6A 116 5-7pm

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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/

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 ask.mq.edu.au.

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://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.

Graduate Capabilities

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, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Assessment tasks

- Six online discussions
- Two reflective tasks
- Major assignment

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, programs and practices in supporting new teacher development in education contexts
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Assessment tasks

- Six online discussions
- Two reflective tasks
- Major assignment

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, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Assessment tasks

- Six online discussions
- Two reflective tasks
- Major assignment

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, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Assessment tasks

- Six online discussions
- Two reflective tasks
- Major assignment

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, programs and practices in supporting new teacher development in education contexts
- Deconstruct and critique a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the participant's school/workplace/organisation and/or jurisdiction

Assessment tasks

- Six online discussions
- Two reflective tasks
- Major assignment

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

- Deconstruct and critique a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified by the literature and relevant to the context of the

participant's school/workplace/organisation and/or jurisdiction

Assessment tasks

- Six online discussions
- Two reflective tasks
- Major assignment

Unit Scope

OVERVIEW OF THE MODULES

MODULE	PURPOSE
<p>Module 1:</p> <p>Introduction</p>	<p>Provides you with the opportunity to:</p> <ul style="list-style-type: none"> • get to know your learning colleagues and their expectations of working together in this Unit • develop a functional familiarity with the University's online teaching and learning facility.
<p>Module 2:</p> <p>Contemporary issues in the development of new teachers</p>	<p>Provides you with the opportunity to:</p> <ul style="list-style-type: none"> • consider some of the contemporary issues and responses in new teacher development.
<p>Module 3:</p> <p>Mentoring New and Early Career Teachers- Surveying the Field</p>	<p>Provides opportunities for you to:</p> <ul style="list-style-type: none"> • begin to develop a broader theoretical framework in which to consider contemporary responses to new teacher development • gain insights into the expectations of mentoring established by regulatory authorities, employing authorities, universities and individual schools/workplaces • gain insights into the expectations of mentoring held be undergraduate, new and early career teachers • critically reflect on current practice and practice in your school, early childhood centre or workplace.

<p>Module 4:</p> <p>The National and International Scene- What we have learnt (or have failed to learn)</p>	<p>Provides opportunities for you to:</p> <ul style="list-style-type: none"> • explore the literature in a range of recent and emergent reports in the area • continue your development of a research-based theoretical framework to guide your inquiries • critically reflect upon your school or workplace's current strategies in this regard to identify strengths and weaknesses and to develop goals and strategies for improvement.
<p>Module 5:</p> <p>Building Relationships</p> <p>(1):</p> <p>Pre-service Education</p>	<p>Provides opportunities for you to:</p> <ul style="list-style-type: none"> • explore the literature to identify case studies and practical strategies that underpin successful pre-service professional relationships • identify available electronic, print and people resources for supporting new teachers • critically reflect upon your school or workplace's current strategies in this regard to identify strengths and weaknesses and to develop goals and strategies for improvement.
<p>Module 6:</p> <p>Building Relationships</p> <p>(2) :</p> <p>Induction, Certification and Continuing Professional Development</p>	<p>Provides opportunities for you to:</p> <ul style="list-style-type: none"> • explore in greater depth the expectations held by regulatory authorities, employing authorities, universities and schools and workplaces themselves • explore the literature to identify case studies and practical strategies that underpin successful professional relationships • explore the similarities with and differences between other performance development strategies such as coaching • investigate the literature on factors influencing retention and attrition • critically reflect upon your school or workplace's current strategies in this regard to identify strengths and weaknesses and to develop goals and strategies for improvement.
<p>Module 7:</p> <p>Who mentors the mentor while the mentor is busy mentoring the mentee?</p>	<p>Provides opportunities for you to:</p> <ul style="list-style-type: none"> • explore the literature from the perspective of how mentoring relationships are important for the mentor themselves in career path progression and succession to leadership • explore the literature and practice from the perspective of the Mentee • critically reflect upon your school or workplace's current strategies in this regard to identify strengths and weaknesses and to develop goals and strategies for improvement.

<p><u>Module 8:</u></p> <p>The Way Forward</p>	<p>Provides opportunities for you to:</p> <ul style="list-style-type: none">• critically reflect on the learning within the unit and the strengths and weaknesses of policy and program support afforded to new teacher development at school and jurisdictional levels• identify areas for further action supported by the research and professional literature for school/workplace improvement.
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