EDCN831
Leading the Learning of New Teachers
S1 Evening 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**  
[greg.robertson@mq.edu.au](mailto:greg.robertson@mq.edu.au)

Credit points

4

**Prerequisites**
Admission to MA in Education Studies or MChild or PGDipEChild or PGCertEChild or MEd or MEdLead or PGDipEdLead or PGCertEdLead or PGDipEdS or PGCertEdS or MHeEd or PGDipHeEd or PGCertHeEd or MSpecEd or PGDipSpecEd or PGCertSpEd or MTeach(Birth to Five Years) or GradCertEdS or GradCertHeEd or MEnvEd or PGDipEnvEd or PGCertEnvEd or GradDiplIndigenousEd 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 [http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/](http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/)

# Learning Outcomes

1. Demonstrate an understanding of the scope of the policies, strategies, programs and practices in supporting new teacher development in education contexts
2. Deconstruct and critique a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
3. Critically reflect on the application of these perspectives to policy and program improvement in their own jurisdiction and/or workplace
4. 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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six online discussions</td>
<td>30%</td>
<td>Fortnightly</td>
</tr>
<tr>
<td>Two reflective tasks</td>
<td>30%</td>
<td>24 April and 5 June</td>
</tr>
<tr>
<td>Major assignment</td>
<td>40%</td>
<td>22 May</td>
</tr>
</tbody>
</table>

**Six online discussions**
Due: **Fortnightly**
Weighting: **30%**

See unit schedule for time frame and details

This Assessment Task relates to the following 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

**Two reflective tasks**
Due: **24 April and 5 June**
Weighting: **30%**

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

This Assessment Task relates to the following 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

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

This Assessment Task relates to the following 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

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:


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**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Wk begin</th>
<th>Module</th>
<th>Online Discussion</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29 February</td>
<td>Mod 1</td>
<td>LA1</td>
<td>3 March Orientation and Seminar 1 E6A 116 5-7pm</td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td>Mod 2</td>
<td>LA2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14 March</td>
<td>Mod 2</td>
<td>LA2</td>
<td>Seminar 2- 17 March E6A 116 5-7pm</td>
</tr>
<tr>
<td>4</td>
<td>21 March</td>
<td>Mod 3</td>
<td>LA3</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28 March</td>
<td>Mod 3</td>
<td>LA3</td>
<td>Seminar 3- 31 March E6A 116 5-7pm</td>
</tr>
<tr>
<td>6</td>
<td>4 April</td>
<td>Mod 4</td>
<td>LA4</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11 April</td>
<td>Mod 4</td>
<td>LA4</td>
<td>Mid-semester Break</td>
</tr>
</tbody>
</table>
### Policies and Procedures

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

#### Reflective Journal

- **Part 1 Due 24 April**
- **Part 2 Due 5 June**
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 Enquiry Service

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

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 - 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 - 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 - 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 - 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

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

Unit Scope

OVERVIEW OF THE MODULES

<table>
<thead>
<tr>
<th>MODULE</th>
<th>PURPOSE</th>
</tr>
</thead>
</table>

http://unitguides.mq.edu.au/unit_offerings/60246/unit_guide/print
<table>
<thead>
<tr>
<th>Module 1:</th>
<th>Provides you with the opportunity to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>• get to know your learning colleagues and their expectations of working together in this Unit&lt;br&gt;• develop a functional familiarity with the University’s online teaching and learning facility.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 2:</th>
<th>Provides you with the opportunity to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemporary issues in the development of new teachers</td>
<td>• consider some of the contemporary issues and responses in new teacher development.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Module 3:</th>
<th>Provides opportunities for you to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring New and Early Career Teachers-Surveying the Field</td>
<td>• begin to develop a broader theoretical framework in which to consider contemporary responses to new teacher development&lt;br&gt;• gain insights into the expectations of mentoring established by regulatory authorities, employing authorities, universities and individual schools/workplaces&lt;br&gt;• gain insights into the expectations of mentoring held by undergraduate, new and early career teachers&lt;br&gt;• critically reflect on current practice and practice in your school, early childhood centre or workplace.</td>
</tr>
<tr>
<td><strong>Module 4:</strong></td>
<td>Provides opportunities for you to:</td>
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<td>---</td>
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</tbody>
</table>
| The National and International Scene- What we have learnt (or have failed to learn) | • 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. |

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<thead>
<tr>
<th><strong>Module 5:</strong></th>
<th>Provides opportunities for you to:</th>
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</table>
| Building Relationships (1): Pre-service Education | • 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. |
<table>
<thead>
<tr>
<th><strong>Module 6:</strong></th>
<th>Provides opportunities for you to:</th>
</tr>
</thead>
</table>
| Building Relationships (2): Induction, Certification and Continuing Professional Development | • 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. |

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<tr>
<th><strong>Module 7:</strong></th>
<th>Provides opportunities for you to:</th>
</tr>
</thead>
</table>
| Who mentors the mentor while the mentor is busy mentoring the mentee? | • 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. |
### Module 8: The Way Forward

Provides opportunities for you to:

- 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.