EDST8237

Professional Practice 1: Curriculum and Pedagogy

Session 1, Weekday attendance, North Ryde 2021

Macquarie School of Education

Contents

Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff Janet Dutton janet.dutton@mq.edu.au
Credit points 10
Prerequisites
Corequisites EDST8200
Co-badged status
Unit description This unit provides students with an introduction to secondary school curriculum, pedagogical approaches to teaching and learning, and general behaviour management strategies for the classroom. It includes strategies and syllabus requirements relevant to students' specific teaching subject(s), and is centred on the use of research methods and evidence to guide teaching and learning practices. During this unit, students will complete a professional experience placement where they work with a Supervising Teacher and gain experience in curriculum, pedagogy, and classroom management in a school environment. During this professional experience placement, students will engage in reflexive practices to evaluate and critique their experiences and knowledge throughout the placement and gain experience in evidence-based teaching practice.

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:** Describe, evaluate and employ the key components of classroom management including verbal and non-verbal communication strategies, necessary for effective learning and synthesising relevant theory and research.
>
> **ULO2:** Conduct scholarly inquiry and research into the relevant syllabus documents and key evidence-based strategies for teaching and learning.
>
> **ULO4:** Develop and show knowledge of strategies for working effectively, sensitively and

confidentially with parents/carers.

ULO3: Apply pedagogical and content knowledge to plan and evaluate learning and teaching sequences that show awareness of students from diverse backgrounds in effective learning.

ULO5: Reflect on, critique and evaluate professional practice of self and others.

ULO6: Demonstrate the capacity to work professionally and collegially in a secondary school teaching context.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.

- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf format

- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has

been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g., quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked

as a part of the moderation process.

- The outcome of a re-mark may be a higher/lower or unchanged grade.

- Grades are standards referenced and effort is NOT a criterion.

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. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (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.
D (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.
Cr (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.
P (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

F (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 on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Microteaching and critical reflection	50%	No	Week 7
Analysis of a classroom management scenario/simulation.	50%	No	Week 9
Professional Experience Evaluation report	0%	Yes	On completion of Professional Experience Placement

Microteaching and critical reflection

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 10 hours
Due: **Week 7**
Weighting: **50%**

1. Plan and resource a 1 x 50 min lesson plan and assessment task for a nominated case study class with diversity of learner backgrounds (1000 words)

2. Peer teaching of a 15 minute segment of the lesson including research informed critical reflection/evaluation.

On successful completion you will be able to:
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- Conduct scholarly inquiry and research into the relevant syllabus documents and key evidence-based strategies for teaching and learning.
- Apply pedagogical and content knowledge to plan and evaluate learning and teaching sequences that show awareness of students from diverse backgrounds in effective learning.

Analysis of a classroom management scenario/simulation.

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 10 hours
Due: **Week 9**
Weighting: **50%**

Research informed critique of classroom scenario incorporating perspectives on: teaching area subject knowledge, Syllabus and pedagogy; student wellbeing; classroom diversity, role of and relationships with parents/carers, key community representatives and teaching colleagues; (2000 words)

On successful completion you will be able to:
- Describe, evaluate and employ the key components of classroom management including verbal and non-verbal communication strategies, necessary for effective learning and synthesising relevant theory and research.
- Conduct scholarly inquiry and research into the relevant syllabus documents and key evidence-based strategies for teaching and learning.
- Develop and show knowledge of strategies for working effectively, sensitively and confidentially with parents/carers.
- Reflect on, critique and evaluate professional practice of self and others.
- Demonstrate the capacity to work professionally and collegially in a secondary school teaching context.

Professional Experience Evaluation report

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 120 hours
Due: **On completion of Professional Experience Placement**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Professional Experience (15 days)

On successful completion you will be able to:

- Describe, evaluate and employ the key components of classroom management including verbal and non-verbal communication strategies, necessary for effective learning and synthesising relevant theory and research.
- Conduct scholarly inquiry and research into the relevant syllabus documents and key evidence-based strategies for teaching and learning.
- Develop and show knowledge of strategies for working effectively, sensitively and confidentially with parents/carers.
- Apply pedagogical and content knowledge to plan and evaluate learning and teaching sequences that show awareness of students from diverse backgrounds in effective learning.
- Reflect on, critique and evaluate professional practice of self and others.
- Demonstrate the capacity to work professionally and collegially in a secondary school teaching context.

[1] 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.

[2] 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

Attendance Requirements

Master of Teaching (Secondary)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is **compulsory** *as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.*

Structure

The unit comprises a series of tutorials, seminars and online lectures, and a 3-week block of Professional Experience. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Students will work in mixed teaching area groups for the tutorials as well as 1st teaching area specific groupings for the Saturday seminars. In the tutorial students will engage in active learning, discuss issues and questions arising from the lectures and prescribed readings. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Discussions/activities will draw on evidence from published research and other relevant material including a range of NSW syllabus documents. Workshop and individual learning activities will support students in planning effective learning and teaching sequences for the diverse classrooms they will encounter during their Professional Experience.

Professional Experience

During Professional Experience students will be working in a school Monday - Friday and be on site for the usual school hours as determined by the school in which they are working. The Professional Experience Calendar is available on iLearn.

Required textbook

Churchill, R. (2018). *Teaching: Making a Difference*, 4th Edition. Melbourne: Wiley.

Weekly and recommended readings/videos are available via Leganto which is accessed from the iLearn site. You will have access to full-text digital versions of all readings including required textbooks.

Unit iLearn site

This unit has a full web presence through iLearn. This supporting website provides additional readings, links and materials.

Students will need regular access to a computer during workshops and access to the internet to complete this unit.

Frequent (a minimum of twice weekly) access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, discussion forums, teaching resources, and support for workshop tasks.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Lectures

All lectures are available online through ECHO360 from the link on iLearn. You must listen to all lectures.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

Access and technical assistance

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

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

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.

- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.

- Uploading of assessment tasks to iLearn.

Unit Schedule

Full details are available on iLearn

Week	Session week	Module		Weekday Delivery	Module	Infrequent delivery	
9	Week 1	1	Interpreting the Syllabus	Tutorial	1	Independent learning (See iLearn)	
10	Week 2	2	Designing learning 1	Tutorial	2	Zoom tutorial (Meeting link see iLearn)	

11	Week 3	3	Subject Specific knowledge and pedagogy	Saturday Seminar 9-2 Teaching Area Seminar 1	3	Saturday OCD 9-2 Teaching Area Seminar 1	1. Languages 2. English 3. Mathematics 4. History (Modern & Ancient) 5. Science 6. Economics, Business Studies 7. Geography
12	Week 4	4	Designing Learning 2	Tutorial	4	Independent learning (See iLearn)	
13	Week 5	5	Subject Specific knowledge and pedagogy	Saturday Seminar 9-2 Teaching Area Seminar 2	5	Saturday OCD 9-2 Teaching Area Seminar 2	1. Languages 2. English 3. Mathematics 4. History (Modern & Ancient) 5. Science 6. Economics, Business Studies 7. Geography
14	Week 6	6	Assessment	Tutorial	6	Zoom tutorial (Meeting link see iLearn)	
15			**RECESS**				
16			**RECESS**				
17	Week 7	7	Microteaching Assessment	Tutorial	7	Zoom tutorial (Meeting link see iLearn)	
18	Week 8	8	Differentiating for engagement & learning	Tutorial	8	Zoom tutorial (Meeting link see iLearn)	
19	Week 9	9	Preparation for placement	School Visit	9	School Visit	
20	Week 10	9	**TEACHING PAUSE** EDST8237 Professional Experience				
21	Week 11						

22	Week 12						
23	Week 13	10	Teachers and Reflexivity	Tutorial	10	Zoom tutorial (Meeting link see iLearn)	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Grade Appeal Policy
- Complaint Management 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). 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) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for

Professional Experience:

- A Working with Children Check or State/ Territory equivalent. For school placements this must be verified by DoE before your first placement. Complete and email: The practicum students declaration and a copy of relevant ID documents to the department's probity unit at least two weeks prior to the start date of your first professional experience placement. You will also need to present photo ID on your first day of professional experience.

- Anaphylaxis training (practical and online training) (school placements only). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, most probably at the start of their final year

- Read and acknowledge agreement to abide by the DoE Code of Conduct (school placements only)

- Child Protection Awareness Training (CPAT) (school placements only) (once only)

- Mandatory Child Protection Training (school placements only) (annually)

For more details re school placement requirements see: https://education.nsw.gov.au/teaching-and-learning/professional-learning/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating-.

This includes completing the pre-service teacher acknowledgement: https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-resources/Document2_Pre-service_teacher_Acknowledgement_October_2020.pdf

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of Week 2 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.

- 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 being in need of additional support for Professional Practice and/ or Bookwork, the Department's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.

- 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

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

Professional Experience Unit Placement Expectations

To be eligible to commence the block placement component of this unit, students

- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block

- Must meet the participation requirements for the unit.This includes completion of class tasks, involvement in tutorial activities and meeting attendance requirements

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

In order to meet the Professional Experience placement expectations of this unit, students must:

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, AND

- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- 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

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

If you are a Global MBA student contact globalmba.support@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.