EDST8200

Introduction to Professional Practice and Research

Session 1, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

Contents

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General Information

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Credit points
10

Prerequisites
Admission to MTeach(Prim) or MTeach(Sec)
Corequisites
Co-badged status

Unit description
This unit introduces key dimensions of teaching and educational research and supports students to negotiate the transition to postgraduate study and research in teacher education. Drawing on research informed learning and practices, the unit affords opportunities to engage in professional dialogue, evaluate existing knowledge of teaching and learning and understand historical and current perspectives on educational theory and practice. An introductory research module will be completed to develop skills in practitioner inquiry and using evidence in teaching practice. Learning experiences will also build knowledge and understanding about: theories and practices in classroom management; how to create supportive and safe learning environments; the role of parents/carers in education supportive and safe learning environment. Initial teacher education students will develop skills in reflexivity and initiate professional connections with teachers in a range of educational settings.

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: Develop critical insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.

ULO2: Understand and evaluate strategies for behaviour and classroom management that ensure a supportive and safe learning environment.

ULO3: Acquire knowledge of and critically reflect upon the ethical and legal responsibilities of being a primary/secondary teacher.

ULO4: Apply academic research skills to read for purpose and investigate contemporary issues in Australian educational practice.

ULO5: Develop skills in reflexive practice.

ULO6: Engage in research informed collegial interactions, feedback and professional interactions.

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 <u>NOT</u> 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 the correct file has been uploaded, that their submission has been successful, and that it 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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g., quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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
ASSET survey	5%	No	As advised on iLearn
Critical reflection	30%	No	Week 4 14/03/22, 23:59 & Week 8 28/04/22, 23:59
Research-informed professional writing	35%	No	Week 6 29/03/22, 23:59
Viva voce	30%	No	Session Week 13 and Exam Week 1 (as per individual booking)

ASSET survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **As advised on iLearn**
Weighting: **5%**

The 5 part ASSET survey will provide the School of Education with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

On successful completion you will be able to:

- Develop skills in reflexive practice.

Critical reflection

Assessment Type [1]: Reflective Writing
Indicative Time on Task [2]: 20 hours
Due: **Week 4 14/03/22, 23:59 & Week 8 28/04/22, 23:59**
Weighting: **30%**

Critical reflections requiring knowledge from unit and substantiation from course readings. 2 X 1000 words critical reflections

On successful completion you will be able to:

- Develop critical insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Understand and evaluate strategies for behaviour and classroom management that ensure a supportive and safe learning environment.
- Acquire knowledge of and critically reflect upon the ethical and legal responsibilities of being a primary/secondary teacher.
- Apply academic research skills to read for purpose and investigate contemporary issues in Australian educational practice.
- Develop skills in reflexive practice.

Research-informed professional writing

Assessment Type [1]: Professional writing
Indicative Time on Task [2]: 35 hours
Due: **Week 6 29/03/22, 23:59**
Weighting: **35%**

Professional writing reporting on ways contemporary educational practice is shaped by socio-cultural and/or historical factors. 2000 words.

On successful completion you will be able to:

- Develop critical insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Understand and evaluate strategies for behaviour and classroom management that

ensure a supportive and safe learning environment.

- Apply academic research skills to read for purpose and investigate contemporary issues in Australian educational practice.

- Engage in research informed collegial interactions, feedback and professional interactions.

Viva voce

Assessment Type [1]: Viva/oral examination
Indicative Time on Task [2]: 29 hours
Due: **Session Week 13 and Exam Week 1 (as per individual booking)**
Weighting: **30%**

Research-informed evaluation of an authentic teaching scenario. The classroom scenario will involve an issue of educational significance relating to the legislative, administrative, ethical and organisational responsibilities of a teacher and the management of student behaviour.

On successful completion you will be able to:

- Develop critical insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.

- Understand and evaluate strategies for behaviour and classroom management that ensure a supportive and safe learning environment.

- Acquire knowledge of and critically reflect upon the ethical and legal responsibilities of being a primary/secondary teacher.

- Develop skills in reflexive practice.

- Engage in research informed collegial interactions, feedback and professional interactions.

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[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

Delivery

Learning in this unit comprises 10 modules. The module sequence for each attendance mode has been posted on iLearn.

Professional reading, dialogue and reflection are important components of this unit. Students will complete the weekly readings/viewings as indicated and participate in online professional dialogue, independent tasks and syndicate/group tasks throughout the session. Details of these will be provided in the unit schedule and iLearn. The forums, syndicate tasks and independent learning will be facilitated and supported via a range of online methods and the knowledge and tasks will feed into the synchronous workshops.

Tutorials

Tutorial and seminar details and locations/meeting links can be found in the timetale and on the unit's iLearn page.

During tutorials and seminars students will participate in small group activities, whole class discussion and complete tasks as individuals, in pairs or small groups. Authentic case studies and school-based scenarios will be employed as well as videos of various aspects of teaching and learning. There will be opportunities for practising the preventative and intervention strategies that teachers employ when developing positive learning environments. Independent scholarly research will be conducted into key topics and there will be opportunities to interrogate contested dimensions of various issues in teaching. Workshop details are outlined on iLearn.

Required textbooks

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

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2017). *Positive Learning Environments: Creating and Maintaining Productive Classrooms.* 2nd Edition South Melbourne: Cengage.

Weekly and recommended readings/videos are available via *Leganto* which is accessed from the iLearn site. You are recommended to purchase the textbooks however you will have access to full-text digital versions of all readings including required textbooks. Digital versions of the textbook are available from the MQ library but at times of high demand you may not be able to access the library held digital versions.

Structure

The unit comprises weekly online lectures, synchronous tutorials, a seminar and independent learning. In the tutorial, students will engage in active learning, discuss issues and questions arising from the lectures and prescribed readings. Discussions will draw on evidence from published research and other relevant material. 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. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

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

Unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer during classes 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. 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

The schedule for each attendance mode has been posted on 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
- 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). 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

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.

School of Education Procedures

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

Attendance for Master of Teaching units

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.*

Activities completed during weekly tutorials or on campus days 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. Attendance at all tutorials or on campus days is expected and the roll will be taken.

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.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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

External Students

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

see attendance requirements in this unit guide.

- 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.

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 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/.

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.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

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

Reflexive:

As part of this unit, you will reflect on your future work as a teacher and the various factors that shape teaching and learning in schools.

Responsive:

The Viva Voce Assessment allows you to demonstrate your capacity to respond to the situational factors of a specific school setting and foster a positive learning environment.

Ready to learn:

Tutorial activities and readings will help you to ask questions about your own teaching philosophies and those of others in order to shape engaing learning experiences for all students.

Research engaged:

The unit readings will give you the opportunity to engage with and evaluate research relevant to your teaching and plan research-informed strategies for improving educational outcomes. You will use this research to support your perspectives and explore your future teaching.