EDST8240

Professional Practice 3 and Educational Research

Session 2, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Academic convenor
Associate Professor Iain Hay
iain.hay@mq.edu.au
Contact via contact via senior tutor by email
29WW Room 386
by appointment via email - please do not leave a message on my office phone - it is best to email

Senior Tutor and Professional Experience Co-ordinator
Rose Garofano
rose.garofano@mq.edu.au
Contact via via email/dialogue
By appointment via email

Credit points
10

Prerequisites
80cps and EDST8999 and (EDST8211 or EDST8238)

Corequisites
(Admission into MTeach (Prim) and EDST8212 or EDST8213) OR (Admission into MTeach (Secondary) and (EDST8221 or EDST8223 or EDST8225 or EDST8227 or EDST8229 or EDST8231 or EDST8233 or EDST8235))

Co-badged status

Unit description
This unit is a Professional Experience unit for intending primary/secondary school teachers. This unit synthesies students' knowledge of teaching diverse learners and skills in independent educational research. Students will teach in a school for 30 days under the guidance of a Supervising Teacher and concurrently conduct practitioner research to meet the requirements of the mandatory NESA Teaching Performance Assessment (TPA).

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: Critically analyse and demonstrate differentiated, evidence-based teaching strategies that are responsive to the learning strengths and needs of students with diverse backgrounds and learning needs.

ULO2: Understand, implement and evaluate the processes of planning, teaching, assessing and reflecting over a lesson sequence to determine the impact of teaching on student learning.

ULO3: Employ research knowledge and methods appropriate for effective, research-based practitioner inquiry.

ULO4: Identify, apply and synthesise evidence of practice aligned to AITSL graduate teacher standards.

ULO5: Demonstrate research informed collegial interactions, feedback and professional interactions in learning communities.

ULO6: Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

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.
- 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.

Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/ exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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
Teaching Performance Assessment	100%	No	Viva Voce presentation week of 26 Sept & MQTPA 9 Oct
Supervising Teachers' Professional Experience Evaluation Report	0%	Yes	7 days after PE block before 24 Sept
ASSET Survey	0%	No	by end of Week 10

Teaching Performance Assessment

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **Viva Voce presentation week of 26 Sept & MQTPA 9 Oct**
Weighting: **100%**

Pass/Fail completed on placement (no word limit). Teaching Performance Assessment(NESA requirement) includes: choosing 5 focus students and planning teaching and assessing through a process of reflexive practice.

On successful completion you will be able to:
- Critically analyse and demonstrate differentiated, evidence-based teaching strategies that are responsive to the learning strengths and needs of students with diverse backgrounds and learning needs.
- Understand, implement and evaluate the processes of planning, teaching, assessing and reflecting over a lesson sequence to determine the impact of teaching on student learning.
- Employ research knowledge and methods appropriate for effective, research-based practitioner inquiry.
- Identify, apply and synthesise evidence of practice aligned to AITSL graduate teacher standards.
- Demonstrate research informed collegial interactions, feedback and professional interactions in learning communities.

- Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

Supervising Teachers' Professional Experience Evaluation Report

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 0 hours
Due: **7 days after PE block before 24 Sept**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

This report is completed by the Supervising Teacher on completion of the student's 30 day Professional Experience placement (Including the TPA) using the AITSL Graduate Teaching Standards.

On successful completion you will be able to:

- Critically analyse and demonstrate differentiated, evidence-based teaching strategies that are responsive to the learning strengths and needs of students with diverse backgrounds and learning needs.
- Understand, implement and evaluate the processes of planning, teaching, assessing and reflecting over a lesson sequence to determine the impact of teaching on student learning.
- Employ research knowledge and methods appropriate for effective, research-based practitioner inquiry.
- Identify, apply and synthesise evidence of practice aligned to AITSL graduate teacher standards.
- Demonstrate research informed collegial interactions, feedback and professional interactions in learning communities.
- Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **by end of Week 10**
Weighting: **0%**

The 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:

- Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

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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

Required and recommended texts

Please Note: There are no set readings for this unit, however other textbooks, or articles you have engaged with throughout your course work may inform the development of your MQ Teaching Performance Assessment. A very good resource text is: *Teaching Making a Difference* (5th Edition) by Churchill et al published by Wiley.

Information about the unit iLearn site

This unit has a full web presence through the unit iLearn (course work materials) and the EDSTCOMMs iLearn site (MQTPA information). Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information about the MQTPA will be posted here, as will other relevant unit notices and materials. 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.

Pre-recorded lectures and podcasts about the MQTPA requirements are available on the web through the EDSTCOMMs iLearn site.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. 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**.

Structure

The unit structure can be found in the university timetable https://timetables.mq.edu.au/

This unit is delivered in both weekly and infrequent mode. There are practical online activities which are for the MQTPA Viva Voce presentations. Student must present at these sessions to receive the required feedback prior to MQTPA written component submission.

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links, and materials.

Students are required to participate in small group activities, whole class discussion, to read the weekly iLearn material in advance, and to complete brief tasks either as individuals or in pairs. The program for the course with the accompanying materials preparation is available on the unit iLearn site and MQTPA information and resources located on the EDSTCOMMs iLearn site.

Unit Schedule

Module	Content

Module 1 **EVIDENCE-BASED** **PRACTICE AND TPA** **Lecture/seminar** Revisiting teacher and evidence-based practice and Teaching Performance Assessment (TPA)	**Revision:** What do you already know already about teacher research and educational research? • The TPA and practitioner inquiry/research • Research into ITE effectiveness, attrition and retention • Historical overview/antecedents/purpose of the TPA • Nature of the TPA • Requirements/components of the TPA • Strategies, time management and organisational efficiencies • Samples of practitioner inquiry projects.
Module 2 **SCHOOL-COMMUNITY RELATIONSHIPS FOR DIVERSE SCHOOL COMMUNITIES:** **Lecture/seminar** Teacher-parent/carer relationships for diverse school communities: effective communication and engagement. Broadening teachers' professional knowledge and practice.	1. **School- community relationships for diverse school communities**: working effectively, sensitively and confidentially with parents/carers/community. Professional ethics and responsibilities. Case studies highlighting strategies that foster responsiveness, opportunities and productive links. Significance of first language and background in linguistically diverse communities – identity texts. 2. **Teacher-parent/carer relationships for diverse school communities**: developing communication skills for informal and formal communication – role playing, phone/email conversations, peer feedback and video analysis, role plays of parent-teacher interviews; maintaining accurate and reliable records of student achievement; strategies for reporting in diverse school communities – analysing/critiquing of sample school reports 3. **Independent learning: Broadening teachers' professional knowledge and practice:** role of external professionals and community representatives: working with mental health experts, juvenile justice, home-school liaison staff, translators, special needs support, NDIS therapists, refugee advocates) – Video analysis, research and scenario/case-based learning.
Module 3 **TRANSFORMING SCHOOLS** **Lecture/seminar** Reforming schools for social justice and inclusion Possibilities, frontiers and challenges in education	1. **Innovation in schools**: research informed challenges to the status quo; alternative pedagogies and school philosophies. 2. **Reforming schools for social justice and inclusion**: School based strategies that recognise and nurture cultural and linguistic diversity; situating inclusive practices, values education, civic and citizenship education, comparative study of religion in school curriculum and culture. Analysis of research & case studies. 3. **Independent learning: Possibilities, frontiers and challenges?** Australian and international contexts. What do we want our students to know and do?

Module 4	**Developing professional identity and what effective teachers do**: rationale and evidence base for continued professional learning and implications for improved student learning – group analysis of teacher narratives; research on learning communities/community of learners – school case studies; identifying professional learning needs; role of Australian Professional Standards in identifying future professional learning; accreditation procedures and approaches; analysis of early career teacher narratives; strategies and resources using the AITSL standards. Early career scenarios, early career narratives and role plays on giving and receiving feedback, utilising a range of models of
TEACHERS' WORK AND WORLD	
Lecture/seminar	
Developing professional identity and what effective teachers do: Negotiating learning,	

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.

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.

School of Education Procedures

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

Fitness to Practice

Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical, and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical, or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation, or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of 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.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Attendance for postgraduate units

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/

External (infrequent) attendance mode

- Information about the dates if the on-campus sessions can be found in the university timetable. https://timetables.mq.edu.au/

- The on-campus sessions 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/articles/ websites and listened to the podcast/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/podcasts on a weekly basis.

Unit Expectations

- Students are expected to engage with iLearn materials and activities before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures/pod casts 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

Attendance for Master of Teaching (Primary and Secondary) 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.

LANTITE

Students in the MTeach(Prim/Sec) must have met the standard for both the Literacy and Numeracy test prior to commencing the professional experience placement unit EDST8240 - Professional Practice 3 and Educational Research. Enrolling in EDST8240 while waiting for your results will not be accepted.

Passing a Professional Experience Unit

In order to pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

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)
    - Evidence of COVID-19 vaccination - see SONIA for where you must submit your immunization evidence.

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

The relevant General Coursework Rules (#17-19) are as follows:

(17) The following requirements apply where a student is enrolled in a practical, clinical or professional course with fitness to practice requirements:

a. the University and the provider of the clinical or professional experience opportunity may appoint a suitably qualified supervisor who is external to the University to supervise a student's practical professional experience;

b. if a student fails one practical, clinical, or professional activity they may be permanently excluded from that course; or

c. if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

(18) Any determinations made under Rule 17 (a-c) will be made in accordance with the University's policies and procedures on placement and fitness to practice, in force from time to time.

(19) Notwithstanding the above, a student may be suspended from participation in a practical, clinical or professional activity, for any reason, until such time as any investigation or a process set out in a University policy or procedure, including an appeal process, is completed.

- 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.

On-campus sessions

The dates for the on-campus sessions can be found in the university timetable https://timetables.mq.edu.au/

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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, which means attending classes, engaged with materials on the unit iLearn site and the EDSTCOMMs iLearn site
- 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

Changes from Previous Offering

The main change from previous offering - is face-to-face delivery

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, through professional experience school placement, Viva Voce presentation and MQ Teaching Performance Assessment (MQTPA), the 5Rs: Responsive, Resilience, Reflexive, Research engaged and Ready to learn will be apparent through:

- Planning
- Teaching
- Assessing (and reporting)
- Reflecting

The MQ Teaching Performance Assessment

The Macquarie University Teaching Performance Assessment (MQTPA) task is designed to ensure that Teacher Education Students (TES) graduating from the Macquarie School of Education at Macquarie University can meet the Australian Professional Standards for Teachers (APST) at the Graduate level. TES will complete the MQTPA in the final Professional Experience unit for their course. To ensure the MSoE is preparing the TES for evidence-based quality teaching cycles, the MQTPA is informed by reflexive practice. TES will complete the MQTPA through the collection of various forms of evidence as detailed throughout this document. TES also need to refer to the Professional Experience Requirements for their final Professional Experience unit, as this document will support the evidence collected and annotated whilst on placement. The TES will be assessed using a three-point Likert scale scoring rubric for each section 1 - 4 below. Teacher Education Students will achieve: Not Met / Met / Exceeds Expectations on the requirements of the specific skills/abilities/competencies in each of the four components:

1. Planning

2. Teaching

3. Assessing

4. Reflexivity and in an overall holistic assessment.

Experienced university assessors are trained in assessing the MQTPA. The assessors consist of academics who teach in PE units in the Early Childhood, Primary and Secondary courses. The unit convenors (n=3) of the final PE unit in all courses conduct overall moderation, which includes analysing a range of TPAs to check for consistency.