



# EDST4040

## Practice of Teaching: Transition to the Primary Teaching Profession

Session 2, In person-scheduled-weekday, North Ryde 2023

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Academic convenor

Associate Professor Iain Hay

[iain.hay@mq.edu.au](mailto:iain.hay@mq.edu.au)

Contact via email/dialogue

29WW Room 386

by appointment via email - please do not leave a message on my office phone - it is best to email

Professional experience co-ordinator and tutor

Dr Poulomee Datta

[poulomee.datta@mq.edu.au](mailto:poulomee.datta@mq.edu.au)

Contact via email/dialogue

By appointment via email

Credit points

10

Prerequisites

EDST3000 and (EDST4030 or EDST4050) and (EDST4100 or EDST4110) and EDST4130

Corequisites

EDST4200 and (EDST4150 or EDST4160)

Co-badged status

Unit description

This capstone unit synthesizes students' knowledge, skills and experiences as they make their transition to the teaching profession. In this professional experience, students demonstrate their ability to manage positive learning environments, handle the day-to-day responsibilities in the classroom and manage other demands of the profession. Students shall demonstrate the skills expected of a Graduate Teacher according to AITSL graduate teacher standards as they work in a school under the guidance of a Supervising Teacher. This unit gives students the opportunity to consolidate what they have learned, including understanding how research informs their practice. As reflexive practitioners students will assess their professional strengths and skills in the context of their future career path.

## 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:** Identify and explain the Graduate Teacher Standards, evidenced in a portfolio collection.

**ULO2:** Synthesise data (including knowledge of all students), discipline content and pedagogy to plan, assess and report on student learning.

**ULO3:** Implement strategies that support productive learning environments in diverse contexts.

**ULO4:** Collaborate ethically with colleagues and other professionals.

**ULO5:** Identify strategies for building professional resilience in the workplace.

**ULO6:** Apply reflexive processes to planned actions to improve teaching practice.

## General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### 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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

| Grade                           | Descriptor  |
|---------------------------------|---|
| <b>HD</b><br>(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.   |
| <b>D</b><br>(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.   |
| <b>Cr</b><br>(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<br>(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<br>(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 your course progression.

### 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](#).

### Use of third parties or artificial intelligence sources

*\*Any content or ideas generated by third parties or artificial intelligence sources has been acknowledged.*

## Assessment Tasks

| Name   | Weighting | Hurdle | Due  |
|--|-----------|--------|--|
| <a href="#">MQ Teaching Performance Assessment</a> | 100%      | Yes    | Viva Voce week of 05/10/2023 & MQTPA 22/10/2023 at 23:55 |
| <a href="#">PE Evaluation Report</a>               | 0%        | Yes    | At conclusion of PE block by 25/09/2023                  |

## MQ Teaching Performance Assessment

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 30 hours

Due: **Viva Voce week of 05/10/2023 & MQTPA 22/10/2023 at 23:55**

Weighting: **100%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

pass/fail completed on placement (no word limit) Teaching Performance Assessment (NSEA 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:

- Identify and explain the Graduate Teacher Standards, evidenced in a portfolio collection.
- Synthesise data (including knowledge of all students), discipline content and pedagogy to plan, assess and report on student learning.
- Implement strategies that support productive learning environments in diverse contexts.
- Collaborate ethically with colleagues and other professionals.
- Identify strategies for building professional resilience in the workplace.
- Apply reflexive processes to planned actions to improve teaching practice.

## PE Evaluation Report

Assessment Type <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 0 hours

Due: **At conclusion of PE block by 25/09/2023**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Professional Experience (includes completing assessment - MQTPA) Report completed by the Supervising Teacher on placements (no word limit) meets the Graduate Teacher Standards. This task is a hurdle and implementation of the 'requiring further support' (at risk) procedure will take the place of a 2nd attempt.

On successful completion you will be able to:

- Identify and explain the Graduate Teacher Standards, evidenced in a portfolio collection.
- Synthesise data (including knowledge of all students), discipline content and pedagogy to plan, assess and report on student learning.
- Implement strategies that support productive learning environments in diverse contexts.
- Collaborate ethically with colleagues and other professionals.
- Identify strategies for building professional resilience in the workplace.
- Apply reflexive processes to planned actions to improve teaching practice.

<sup>1</sup> 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.

<sup>2</sup> 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

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

This unit has a full web presence through the unit iLearn and the EDSTCOMMs iLearn site. 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 students in INFQ mode are especially 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.

Assistance is available from IT Helpdesk:

- Ph: 9850 4357 or 1800 67 4357
- Log a request: [help.mq.edu.au](http://help.mq.edu.au).
- On Campus: Ground floor at 18 Wally's Walk

### Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2023/>

### Face-to-Face (Frequent) Day students:

- Please note that there are weekly tutorials (Monday & Tuesday) from week 1 (24/7/23) to week 4 (14/8/23) and again in week 8 (25/9/23) and week 11 (16/10/23)
- Select/enrol in **ONE** (only) **'Practical'** online session for the **Viva Voce presentation**

commencing on the week of **9/10/23**. A Zoom link will be provide via iLearn closer to the date.

### Face-to-Face Infrequent students:

- \*Please note that there are two Tutorials (on-campus days):
  - **Friday week 2 (4/8/23) from 11:00am - 6:00pm in room 11WW - 150 Tutorial Room**
  - **Friday week 8 (29/9/23) from 11:00am - 6:00pm in room 11WW - 130 Tutorial Room** (Please confirm rooms via timetable in case of change).
- Select/enrol in **ONE** (only) '**Practical**' online session for the **Viva Voce presentation on 5/10/23**. A Zoom link will be provide via iLearn closer to the date.

### Professional Experience Placement:

- **30-day placement: 5 week block (21/08/23 - 22/09/23) + 5 single days *prior to block***

## Unit Schedule

| Module  | Content  |
|---|--|
| <b>Module 1: Legal responsibility of teachers and schools</b> | <ul style="list-style-type: none"><li>• <a href="#">Duty of care</a> and related concepts: A duty of care is the legal obligation to provide reasonable care while performing any acts or making any omissions that could foreseeably harm others.</li><li>• Safety and wellbeing of teachers and students – <a href="#">beginning teacher support</a></li><li>• <a href="#">Code of conduct</a></li><li>• <a href="#">Professional conduct</a></li><li>• Role of <a href="#">NESA</a> and <a href="#">AITSL</a></li><li>• <a href="#">Policies and legislation</a> which impact on teachers</li><li>• <a href="#">Student wellbeing</a> policy, procedures, and programs</li><li>• <a href="#">Trauma-informed practice</a> in schools</li><li>• Professional Standards Framework</li><li>• <a href="#">Australian Professional Teaching Standards</a> – setting goals for PE placement and understanding the role of feedback from the ST and TS (role plays)</li><li>• <a href="#">Support documents</a>, resources, personnel, and referral agencies which interact with schools</li><li>• <a href="#">ICT policies</a>, <a href="#">ethical use</a>, and <a href="#">strategies for using ICT to enhance students learning</a>.</li><li>• Australian Curriculum, Assessment and Reporting Authority (<a href="#">ACARA</a>)</li><li>• <a href="#">UN Convention on the Rights of the Child</a> (CRC) (1989)</li><li>• <a href="#">Mandatory reporting</a> Guide (MRG) discussed and workshopped</li><li>• <a href="#">Child protection training</a></li></ul> |



| Module  | Content   |
|---|---|
| <p><b>Module 2: Working with students, parents, and others in schools</b></p> | <ul style="list-style-type: none"> <li>Authentic relationships with students to <a href="#">improve engagement</a></li> <li>Unpacking the environmental influences on learning – physical, temporal, and social environment e.g., <a href="#">trauma informed practice</a></li> <li>Planning and teaching with students – big picture <a href="#">teaching and learning</a></li> <li><a href="#">Communication process</a> and concerned <a href="#">parents (and carers)</a></li> <li><a href="#">Support systems</a> in schools,</li> </ul> <p><b>Philosophy: Working with others</b></p> <ul style="list-style-type: none"> <li><a href="#">Strategies to assist with developing learning partnerships with families</a> – including <a href="#">Aboriginal families</a>, families from <a href="#">non-English Speaking backgrounds</a>, families with <a href="#">children with additional needs</a> and behavioural needs</li> <li>Assumptions underpinning one's <a href="#">teaching practice</a></li> <li>Strategies to assist with <a href="#">home/ community connections</a> and <a href="#">literacy (and numeracy) practices</a> with families</li> <li><a href="#">Creating partnerships and an interagency approach</a> – working with other professionals, e.g., <a href="#">allied health</a></li> <li><a href="#">Changing practices, challenging philosophy</a></li> <li>Keeping abreast of <a href="#">current research</a></li> </ul> |
| <p><b>Module 3: Professional Experience</b></p>                               | <ul style="list-style-type: none"> <li><a href="#">Observations</a></li> <li><a href="#">Small group and whole class teaching</a></li> <li><a href="#">Professional Experience Requirements</a> and MQ Teaching Performance Assessment (EDSTCOMMs iLearn site)</li> </ul>   |
| <p><b>Module 4: Transitions</b></p>   | <ul style="list-style-type: none"> <li>Linking <a href="#">early childhood services</a> and schools</li> <li><a href="#">Transition to school</a></li> <li>The NSW context</li> <li><a href="#">Transition Statements</a></li> <li><a href="#">Professional dialogue</a></li> <li><a href="#">Transition of primary to secondary</a></li> <li><a href="#">Transition to and in the profession</a> – evidence against APST (building your portfolio, designing their professional learning plan)</li> <li><a href="#">Transition to teaching</a> - case studies of early career teachers' experiences, development of routines and practices.</li> </ul>   |

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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) (<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) (<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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## 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/](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.

### **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2023/>

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) or on campus

days (external/INFQ mode) 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 and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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.

### **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

### **Infrequent Attendance Students**

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

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

### **Fail Rule**

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

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

- 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.

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

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.

## **LANTITE**

In order to enrol in your EDST4040 PE Unit you must have met the standard for both the Literacy and Numeracy test prior to commencing the professional experience placement unit. Enrolling in EDST4040 unit while waiting for your results will not be accepted.

### **Passing a Professional Experience Unit**

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 and in this case the MQ Teaching Performance Assessment (MQTPA).

### **Professional Experience Unit Placement Expectations**

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block.
- 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 School of Education's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.

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

## **Changes from Previous Offering**

The main change since the previous offering is that Teacher Education Students can use the GoReact video platform located on iLearn to record their teaching/lessons for the MQTPA submission.

## **Macquarie School of Education 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 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.