



EDST8237

Professional Practice 1: Curriculum and Pedagogy

Session 1, In person-scheduled-infrequent, North Ryde 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor and unit Tutor

Rose Garofano

rose.garofano@mq.edu.au

Contact via via staff contact in iLearn

N/A

as arranged via iLearn contact

Professional Experience Convenor and unit Tutor

Dr Gavin Hazel

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Contact via via staff contact in iLearn

359, 29 Wally's Walk, Wallumattagal Campus, Macquarie University, NSW 2109 Australia

as arranged via iLearn contact

Credit points

10

Prerequisites

Corequisites

EDST8200

Co-badged status

Unit description

This unit provides students with an introduction to secondary school curriculum, pedagogical approaches to teaching and learning, and general behaviour management strategies for the classroom. It includes strategies and syllabus requirements relevant to students' specific teaching subject(s), and is centred on the use of research methods and evidence to guide teaching and learning practices. During this unit, students will complete a professional experience placement where they work with a Supervising Teacher and gain experience in curriculum, pedagogy, and classroom management in a school environment. During this professional experience placement, students will engage in reflexive practices to evaluate and critique their experiences and knowledge throughout the placement and gain experience in evidence-based teaching practice.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Describe, evaluate and employ the key components of classroom management including verbal and non-verbal communication strategies, necessary for effective learning and synthesising relevant theory and research.

ULO2: Conduct scholarly inquiry and research into the relevant syllabus documents and key evidence-based strategies for teaching and learning.

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

ULO4: Develop and show knowledge of strategies for working effectively, sensitively and confidentially with parents/carers.

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

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

General Assessment Information

- 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.
- 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 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.

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. 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
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 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Microteaching and critical reflection	50%	No	27/03/2023 23:59 Week 6
Planning effective teaching for diverse classrooms	50%	No	24/4/2023 11.59pm Week 8
Professional Experience Evaluation report	0%	Yes	On completion of PEX placement.

Microteaching and critical reflection

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **27/03/2023 23:59 Week 6**

Weighting: **50%**

1. Plan and resource a teaching sequence and assessment task for a nominated case study class with diversity of learner backgrounds (1000 words)
2. Peer teaching of a 15 minute segment of the lesson including research informed critical reflection/evaluation.

On successful completion you will be able to:

- Describe, evaluate and employ the key components of classroom management including verbal and non-verbal communication strategies, necessary for effective learning and synthesising relevant theory and research.
- Conduct scholarly inquiry and research into the relevant syllabus documents and key evidence-based strategies for teaching and learning.
- Apply pedagogical and content knowledge to plan and evaluate learning and teaching sequences that show awareness of students from diverse backgrounds in effective learning.
- Reflect on, critique and evaluate professional practice of self and others.

Planning effective teaching for diverse classrooms

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 25 hours

Due: **24/4/2023 11.59pm Week 8**

Weighting: **50%**

Research informed situational analysis of and planning for a case study class. Task incorporates perspectives on: teaching area subject knowledge, syllabus and pedagogy; student wellbeing; classroom diversity; and parents/carers/community and colleague relationships. (2000 words)

On successful completion you will be able to:

- Describe, evaluate and employ the key components of classroom management including

verbal and non-verbal communication strategies, necessary for effective learning and synthesising relevant theory and research.

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

Professional Experience Evaluation report

Assessment Type ¹: Field work task

Indicative Time on Task ²: 60 hours

Due: **On completion of PEX placement.**

Weighting: **0%**

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

Professional Experience (15 days)

On successful completion you will be able to:

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

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

Textbooks:

Teaching Making a Difference (same as EDST8200)

Cavanagh, M., & Prescott, A. (2022). *Your Professional Experience Handbook*. 2nd Edition. Pearson Australia.

This unit has a full web presence through iLearn.

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 will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

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.

Weekly lectures are (where appropriate) available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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

Email: 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/>. 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 iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Unit Schedule

To find information regarding the schedule for the EDST8237 unit, you can first check out the timetable through this link: <https://timetables.mq.edu.au/2023/Reports/List.aspx>

Or you can log into your the unit iLearn site and a schedule will be posted in the unit information section.

Please ensure you attend all your seminars and tutorials as outlined. These are based off

the attendance mode you have selected. For example Infrequent which requires attendance to the subject seminars as well as the online tutorials.

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 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.

Activities completed during weekly tutorials (internal) or on campus days (external) 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.

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 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.

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 if 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.

LANTITE

FOR POSTGRAD EDST8237 PE UNITS

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

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 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>

Twice Fail Rule for Professional Experience Units

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

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

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

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/.

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.

5 Rs Framework

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:

Resilience	Reflexive	Responsive	Ready to learn	Research engaged
Peer review of microteaching	Assessment Task 1: 4Rs scaffold for reflexive response to microteaching	Task 2: Case study, data from MySchool & other sources. Plan learning that fosters community relations. + PEX paperwork.	Articulation of teaching philosophy in teaching area.	

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