



EDST4180

Transitioning to the Secondary Teaching Profession

Session 2, In person-scheduled-infrequent, North Ryde 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	10
<u>5R Framework</u>	13

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Melinda Mestre

melinda.mestre@mq.edu.au

Tutor

Rose Garofano

rose.garofano@mq.edu.au

Tutor

Anthony Robertson

anthony.robertson@mq.edu.au

Tutor

Kendra Bruseker

kendra.bruseker@mq.edu.au

Tutor

Mikah Holmes

mikah.holmes@mq.edu.au

Credit points

10

Prerequisites

EDST3140 or EDST314

Corequisites

EDST4020

Co-badged status

Unit description

The unit focusses on the issues and processes of the transition to teaching. The unit explores the nature of teachers' worlds and work including: teacher identity, professional life phases, strategies for resilience and the impact of school culture, professional learning and education policy on teachers' practice. The unit allows students to reflect on ways to develop responsive relationships with parents and school communities and on the significance of research-based practice in leading innovation and transforming schools for the future.

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: Design evidence based learning experiences that foster safe and supportive classroom environments.

ULO2: Evaluate the implications of professional ethics and responsibilities and the legislative, administrative and organisational requirements of teachers' work.

ULO3: Examine the range of relationships between students, teachers, family and school and ways to communicate, be responsive and build productive links.

ULO4: Critically reflect on teaching experiences and research and demonstrate understanding of best practice teaching.

ULO5: Identify the factors that impact professional learning, professional life phases and teacher resilience.

ULO6: Reflect on the research-based pedagogies and knowledge that inform innovation and future directions in educational policy and 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

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 (PEX) 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. Descriptive Criteria for awarding grades in the unit To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 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 <https://ask.mq.edu.au>

Use of AI:

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Viva voce or oral/multi-modal reflection</u>	50%	No	Week 11
<u>Teachers' work, student learning and future issues in education in Australia</u>	50%	No	2024-11-04

Viva voce or oral/multi-modal reflection

Assessment Type ¹: Viva/oral examination

Indicative Time on Task ²: 25 hours

Due: **Week 11**

Weighting: **50%**

10 min. Viva voce or oral/multi-modal reflection on an issue of educational significance and that reflects on areas such as: the distinctive features of a particular teaching subject, role and responsibilities of a teacher and issues relating to the transition to the teaching profession.

On successful completion you will be able to:

- Design evidence based learning experiences that foster safe and supportive classroom environments.
- Evaluate the implications of professional ethics and responsibilities and the legislative, administrative and organisational requirements of teachers' work.
- Examine the range of relationships between students, teachers, family and school and ways to communicate, be responsive and build productive links.
- Critically reflect on teaching experiences and research and demonstrate understanding of best practice teaching.

Teachers' work, student learning and future issues in education in Australia

Assessment Type ¹: Project

Indicative Time on Task ²: 30 hours

Due: **2024-11-04**

Weighting: **50%**

2500 words. An extended response that offers a research informed personal perspective on teachers' work, student learning and future issues in education in Australia.

On successful completion you will be able to:

- Design evidence based learning experiences that foster safe and supportive classroom environments.
- Examine the range of relationships between students, teachers, family and school and ways to communicate, be responsive and build productive links.
- Identify the factors that impact professional learning, professional life phases and teacher resilience.
- Reflect on the research-based pedagogies and knowledge that inform innovation and future directions in educational policy and practice.

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

Information about the unit iLearn site

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 students enrolled in INFQ or online 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.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures. 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 Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured.

Structure

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#).

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.

Tutorial Dates

- Weeks 30, 33 and 40 - 2 hour online tutorial (exact times and days to be confirmed)
- 2 x seminars Weeks 33 and 42 - 5 hour seminars on-campus

Unit Schedule

** Dated June 2024 - *this schedule may be subject to changes.* For the most accurate information about tutorial and module study schedule is found on EDST4180 iLearn site.

Week beginning (Calendar Week Unit Week)	Module Focus	Tuesday	Wednesday	Saturday
July 22 (Week 30: Week 1)	Module 1 <ul style="list-style-type: none"> Pre-service teacher motivations to teach and prior beliefs. Emerging professional identity Representations of teachers: media and personal perceptions of self as teacher Models of transition and potential sources of dissonance/tension 	Tutorial 1	Tutorial 1	
			<ul style="list-style-type: none"> UNIT OUTLINE AT1 AND AT2 INTRODUCTION MOD 1 TUTORIAL 	
July 29 (Week 31: Week 2)	Module 2 <ul style="list-style-type: none"> Nature of teachers' work in diverse classrooms Evaluating student learning Developing professional judgement: Interpreting student data including <ul style="list-style-type: none"> the role of 'small' and 'big' data (for example NAPLAN and HSC data) Evaluating student progress and modifying teaching 			
Aug 5 (Week 32: Week 3)	Module 3 <ul style="list-style-type: none"> Creative classroom practices - alternative pedagogies and school philosophies Innovation in schools - research informed challenges to the status quo Social justice, social inclusion, and low SES schools Improving educational outcomes through research-based practice 			
Aug 12 (Week 33: Week 4)	Module 3 – continued	Tutorial 2	Tutorial 2	Seminar 1: 10am – 3pm
		<ul style="list-style-type: none"> MOD 2 & 3 TUTORIAL 		<ul style="list-style-type: none"> AT1 & AT 2 MOD 2 & 3

Week beginning (Calendar Week Unit Week)	Module Focus	Tuesday	Wednesday	Thursday	Friday	Saturday
Aug 19 (Week 34: Week 5)	<i>TEACHING PAUSE – PEX PLACEMENT</i>					
Aug 26 (Week 35: Week 6)	<i>TEACHING PAUSE – PEX PLACEMENT</i>					
Sept 2 (Week 36: Week 7)	<i>TEACHING PAUSE – PEX PLACEMENT</i>					
Sep 16 (Week 38)	<i>TEACHING PAUSE – PEX PLACEMENT</i>					
Sept 23 (Week 39)	<i>MQ RECESS</i>					
Sept 30 (Week 40: Week 9)	<p>Module 4</p> <ul style="list-style-type: none"> • School-community relationships: Case studies highlighting strategies that foster responsiveness, opportunities, and productive links. • Teacher-parent relationships: developing communication skills for informal and formal communication, parent-teacher interviews. • Reporting student learning outcomes Developing collegial relations and networks in subject areas and beyond • Where to in the future? • What do we want our students to know and do? • Educational possibilities, frontiers and challenges in Australian and international context 	Tutorial 2	Tutorial 2			
		<ul style="list-style-type: none"> • MOD 4 • VV ORGANISATION • AT2 DISCUSSIONS 				
Oct 7 (Week 41: Week 10)	<i>SCHOOL HOLIDAYS</i>					

Week beginning (Calendar Year) (Unit Week)	Module Focus	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 14 (Week 42: Week 11)	Module 5 <ul style="list-style-type: none"> Compliance with legislative, administrative, and organizational policies Legal and ethical dimensions of teachers' work Teacher identity and professional life phases Teacher professional learning and improving practice. Policy impacts on teachers. School culture, leadership, and teacher attrition Teacher resilience and building professional networks. 	AT1 DUE (Monday 14 th October 2024) VIVA VOCE'S WILL RUN THROUGHOUT THIS WEEK <i>Limited VV sessions will be available during Saturday Seminar</i>				Seminar 2: 10am – 3pm - AI: Friend or Foe? - MOD 4 & 5 - AT2 SUPPPORT
Oct 21 (Week 43: Week 12)	No Content /AT2 prep					
Oct 28 (Week 44: Week 13)	No Content /AT2 prep					
Nov 4 – 25	EXAMS		AT2 DUE (Monday 4 th November 2024)			

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 \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[pport/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 connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

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

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (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.

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 of the on-campus sessions can be found in the university timetable. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

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

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 the [Service Connect Portal](#), or contact [Service Connect](#).

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

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.

5R 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:

EDST4180	Peer feedback on lesson planning, role plays of staff room conversations, parent-tecaher meetings, difficuly conversations.	Task 2: Instructional video and reflection - 4 R's reflection identifying areas of strength/development	Task 1: Situational analysis of classroom management, dialogue with academic profession to frame and justify the strategies to set up a positive classroom environment		
----------	---	---	--	--	--

Unit information based on version 2024.01 of the [Handbook](#)