



# EDST8200

## Introduction to Professional Practice and Research

Session 1, In person-scheduled-infrequent, North Ryde 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Janet Dutton

[janet.dutton@mq.edu.au](mailto:janet.dutton@mq.edu.au)

Contact via Via Staff Contact on iLearn

As arranged via Staff Contact on iLearn

Credit points

10

Prerequisites

Admission to MTeach(Prim) or MTeach(Sec)

Corequisites

Co-badged status

Unit description

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

## Important Academic Dates

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

## Learning Outcomes

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

**ULO1:** Develop critical insights into the ways in which contemporary educational practice

has been shaped, and continues to be shaped, by socio-cultural and historical factors.

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

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

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

**ULO5:** Develop skills in reflexive practice.

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

# General Assessment Information

- 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.

**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 (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
<b>HD</b> (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> (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> (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><b>P</b> (Pass)</p>	<p>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</p>
<p><b>F</b> (Fail)</p>	<p>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.</p>

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>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">ASSET survey</a>	5%	No	Ongoing
<a href="#">Critical reflection</a>	30%	No	23:55 10/03/24; 23:55 24/03/2024
<a href="#">Research-informed professional writing</a>	35%	No	23:55 14/04/2024
<a href="#">Viva voce</a>	30%	No	During examination period

### ASSET survey

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **Ongoing**

Weighting: **5%**

The 5 part ASSET survey will provide the School of Education with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education

Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

On successful completion you will be able to:

- Develop skills in reflexive practice.

## Critical reflection

Assessment Type <sup>1</sup>: Reflective Writing

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **23:55 10/03/24; 23:55 24/03/2024**

Weighting: **30%**

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

On successful completion you will be able to:

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

## Research-informed professional writing

Assessment Type <sup>1</sup>: Professional writing

Indicative Time on Task <sup>2</sup>: 35 hours

Due: **23:55 14/04/2024**

Weighting: **35%**

Professional writing reporting on ways contemporary educational practice is shaped by socio-

cultural and/or historical factors. 2000 words.

On successful completion you will be able to:

- Develop critical insights into the ways in which contemporary educational practice has been shaped, and continues to be shaped, by socio-cultural and historical factors.
- Understand and evaluate strategies for behaviour and classroom management that ensure a supportive and safe learning environment.
- Apply academic research skills to read for purpose and investigate contemporary issues in Australian educational practice.
- Engage in research informed collegial interactions, feedback and professional interactions.

## Viva voce

Assessment Type <sup>1</sup>: Viva/oral examination

Indicative Time on Task <sup>2</sup>: 29 hours

Due: **During examination period**

Weighting: **30%**

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

On successful completion you will be able to:

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

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<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**

### Required textbooks

Churchill, R. (2018). *Teaching: Making a Difference*, 5th Edition. Melbourne: Wiley.

E-book: ISBN: 978-0-730-39178-4

Print: ISBN: 978-0-730-39177-7

De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). *Positive learning environments: creating and maintaining productive classrooms* (2nd edition.). Cengage Learning Australia.

E-book: ISBN: 9780170289184

Print: ISBN: 9780170439138

It is recommended to purchase the textbooks however you will have access to full-text digital versions of all readings including required textbooks. Digital versions of the textbook are available from the MQ library but at times of high demand you may not be able to access the library held digital versions.

Weekly and recommended readings/videos are available via *Leganto* which is accessed from the iLearn site.

### Delivery

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

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

### Tutorials

Tutorial and seminar details and locations/meeting links can be found in the MQ timetable.

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

### Structure

The unit comprises weekly online lectures, synchronous tutorials, a seminar and independent learning. In the tutorial, students will engage in active learning, discuss issues and questions arising from the lectures and prescribed readings. Discussions will draw on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

### Unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer during classes and access to the internet to complete this unit.

Frequent (a minimum of twice weekly) access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials, discussion forums, teaching resources, and support for workshop tasks.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

### Lectures

All lectures are available online through ECHO360. You must listen to all lectures.

### 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](https://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

## Unit Schedule

The unit schedule is posted in iLearn.

## 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](#).

## School of Education Procedures

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

### **Attendance for Master of Teaching (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.**

- 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

### **Fail Rule**

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

## **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.

## 5Rs Framework

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

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

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

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

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

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

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

**Resilience:** Throughout the unit, students will work collegially to foster professional networks to support resilience during the transition to teaching.

Unit information based on version 2024.02 of the [Handbook](#)