



EDST8237

Professional Practice 1: Curriculum and Pedagogy

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

Macquarie School of Education

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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

Unit Convenor and unit Tutor

Rose Garofano

rose.garofano@mq.edu.au

359, 29 Wally's Walk, Wallumattagal Campus, Macquarie University, NSW 2109 Australia
as arranged via iLearn contact

Tutor

Anthony Robertson

anthony.robertson@mq.edu.au

Contact via via staff contact in iLearn

N/A

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. · 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Microteaching and critical reflection</u>	50%	No	MT - Week 6 Tuesday 26th March. RS - Week 7 2nd April
<u>Planning effective teaching for diverse classrooms</u>	50%	No	Week 8 Friday 3rd May 11.59pm
<u>Professional Experience Evaluation report</u>	0%	Yes	Week 13 Exam week

Microteaching and critical reflection

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **MT - Week 6 Tuesday 26th March. RS - Week 7 2nd April**

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: 20 hours

Due: **Week 8 Friday 3rd May 11.59pm**

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: 5 hours

Due: **Week 13 Exam week**

Weighting: **0%**

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

Submission of the final professional experience report form completed by the students' Supervising Teacher and the register which shows the dates attended at the school and activities undertaken by the student on their professional experience.

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.

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

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 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 Log a request: 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/2024/>

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

**** Dated January 2024 - *this schedule may be subject to changes*. For the most accurate information about tutorial and module study schedule is found on EDST8237 iLearn site.**

Unit Study Guide

Uni Week	Session Week	Uni Week starting	Tutorial Weekday FtF Tuesday (Rose Garofano)	Study Module Weekday	Tutorial Infrequent (online) Wednesday (Anthony Robertson)	Study Module Infrequent	Seminar Options *Attend 1 of the 2 options available on each week. ** Attend first teaching area for both seminars.
8	1	19th Feb	Tutorial 1 9am – 11am 20th Feb	1	Self-paced learning	1	

9	2	26th Feb	Tutorial 2 9am – 11am 27th Feb	2	Online Tutorial 1 5pm – 7pm 28th Feb	2	
10	3	4th March	Tutorial 3 9am – 11am 5th March	3 (Seminar prep) & 4	Self-paced learning	3 (Seminar prep)	<p><u>Friday 9.30am - 1.30pm</u></p> <p>Science (14 Sir Christopher Ondaatje Ave - 317 Science Lab)</p> <p>Maths (29WW room 012))</p> <p>Humanities (29WW room 134))</p> <p>OR</p> <p><u>Saturday 8.30am - 12.30pm</u></p> <p>Science (14 Sir Christopher Ondaatje Ave - 317 Science Lab)</p> <p>Maths (29WW room 012)</p> <p>Humanities (29WW room 134)</p>
11	4	11th March	Tutorial 4 9am – 11am 12th March	6	Self-paced learning	4 & 6	

12	5	18th March	Tutorial 5 9am – 11am 19th March	5 (Seminar prep) & 7	Online Tutorial 2 5pm – 7pm 20th March	5 (Seminar prep) & 7	<p><u>Friday 9.30am - 1.30pm</u></p> <p>Three Groups</p> <p>Science (<u>14 Sir Christopher Ondaatje Ave - 317 Science Lab</u>)</p> <p>Maths (29WW room 012)</p> <p>Humanities (29WW room 134)</p> <p>OR</p> <p><u>Saturday 8.30am - 12.30pm</u></p> <p>Science (14 Sir Christopher Ondaatje Ave - 317 Science Lab)</p> <p>Maths (29WW room 012)</p> <p>Humanities (29WW room 134)</p>
13	6	25th March	No classes	<p>Assessment 1</p> <p>Micro-teaching Task</p> <p>26th March</p>	No classes	<p>Assessment 1</p> <p>Micro- teaching Task</p> <p>26th March</p>	
14	7	1st April (public holiday)	Self-paced learning	<p>8</p> <p>Assessment 1</p> <p>Micro-teaching Reflection Statement 2nd April</p>	<p>Online Tutorial 3</p> <p>5pm – 7pm</p> <p>3rd April</p>	<p>8</p> <p>Assessment 1</p> <p>Micro-teaching Reflection Statement 2nd April</p>	
15	8	8th April	Self-paced learning	8	Self-paced learning	8	
16	RECESS	15th April	no classes		No classes		

17	RECESS	22nd April	no classes		no classes		
18	9	29th April	Tutorial 6 9am – 11am 30th April	9 Assessment 2 Lesson plan and justification 3rd May	Self-paced learning	9 Assessment 2 Lesson plan and justification 3rd May	
19	10	6th May	Tutorial 7 9am – 11am 7th May	10	Self-paced learning	10	
20	11	13th May	Teaching pause:	EDST8237 Professional Experience			
21	12	20th May	Teaching pause:	EDST8237 Professional Experience			
22	13	27th May	Teaching pause:	EDST8237 Professional Experience			
23		3rd June	Exam week	PEX Report		PEX Report	
24		10th June	Exam week				

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 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 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.
<https://timetables.mq.edu.au/2024/>
- 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.

THIS IS ONLY FOR ITE UNITS (UNDERGRAD OR MTEACH) 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.

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 as being in need of additional support for Professional Practice and/or Bookwork, the School of Education's 'Additional Support' procedure will be activated.
- 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>

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](#).

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.

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:

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