



# EDUC3990

## Professional Capability: Policy, Theory, Pedagogy

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

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Convenor, Lecturer

Kerry-Ann O'Sullivan

[kerryann.osullivan@mq.edu.au](mailto:kerryann.osullivan@mq.edu.au)

25WW B522

Tutor, Marker

Jennifer Barr

[jennifer.barr@mq.edu.au](mailto:jennifer.barr@mq.edu.au)

Credit points

10

Prerequisites

130cp at 1000 level or above including 20cp of EDUC or EDST units at 2000 level

Corequisites

Co-badged status

Unit description

This unit provides a synthesis of students' theoretical and professional understandings within the contemporary educational context. It draws together various studies from within the discipline of Education and integrates psychological, philosophical, historical and sociological viewpoints. It is framed around an exploration of people and their communities, contemporary perspectives and policies, and professional contexts and change.

## 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:** Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education.

**ULO2:** Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field.

**ULO3:** Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability.

**ULO4:** Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans.

**ULO5:** Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## 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.

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.

### **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.

<b>Grade</b>	<b>Descriptor</b>
<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.
<b>P</b> (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

<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>
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### **Withdrawing from this unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

### **Results**

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au).

## **Assessment Tasks**

<b>Name</b>	<b>Weighting</b>	<b>Hurdle</b>	<b>Due</b>
<a href="#"><u>Research essay and reflection</u></a>	50%	No	2024-08-18
<a href="#"><u>Creative and critical response</u></a>	50%	No	2024-10-12

### **Research essay and reflection**

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

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **2024-08-18**

Weighting: **50%**

Research essay conducted on the significant aspects of Professional Identity for educators and your personal reflection on these within your own context. (1500 words)

On successful completion you will be able to:

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education.
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field.

- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability.
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans.
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Creative and critical response

Assessment Type <sup>1</sup>: Creative work

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **2024-10-12**

Weighting: **50%**

You are making a Graduation speech which draws together your study of Education and communicates your educational vision.

On successful completion you will be able to:

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education.
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field.
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability.
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans.
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

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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

### Prescribed readings - required

All the readings for EDUC3990 are available through the Library's LEGANTO. It is expected that students read in advance of their tutorial.

### 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, and need to be able to create and upload an audio file in Task 2.**

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 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.

The lectures are available on the web through the ECHO360 lecture component and you must listen to these before your tutorial.

PowerPoint slides for the lecture are available in iLearn.

### 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](mailto:help.mq.edu.au). On Campus: Ground floor at 18 Wally's Walk

### 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 with the accompanying readings/ preparation is available on the unit's iLearn site. **Please see the details on iLearn.**

## Unit Schedule

A detailed weekly program is published on iLearn and there is an emphasis on independent study in EDUC3990. Lectures are recorded and readings are prescribed.

**All classes are of 1.5 hours duration with attendance required, either in the face to face class or online option.**

EDUC3990 is framed through 3 Modules:

1. People and Communities
2. Contemporary Perspectives and Policies
3. Professional Contexts and Change.

**Please note that there is a Professional Experience block during session 2 which is not directly related to the content or assessments of this unit.**

## 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 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 the scheduled tutorials (internal/DAY or ONLINE day or INFQ) 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 scheduled tutorials 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.

### 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.

### 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

## 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.

## Changes from Previous Offering

Prescribed readings and unit content have been reviewed.

## 5Rs 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 EDUC3990 you will learn using the 5Rs Framework in the following important ways:

- **Resilience:** students examine the key influences on their professional identity construction and explore these critically (Task 1).
- **Reflexive:** use of 3 customised case study files to provoke students' reflection on authentic teaching scenarios & to identify & analyse strategies for action; the professional identity task (1) requires a synthesis of the 5Rs where students also consider their future role as an educator. Task 2 is a graduation speech (again a synthesis of the 5Rs) that requires self-reflection & critical thinking with future action being addressed.
- **Responsive:** Task 2 - the speech is framed as 'where to from here?' - transition to the education profession & requires responsiveness to the overall educational experience & to contemporary issues.
- **Ready to learn:** analysis of contemporary media articles & an expression of these as a demonstration of students' formation of their own views, which are also central to assessment Tasks 1 & 2.
- **Research engaged:** research based on professional identity construction to inform the influence on one's own (Task 1); examination of scholarly reading about contemporary educational issues for discussion.

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