EDST8240

Professional Practice 3 and Educational Research

Session 1, In person-scheduled-infrequent, North Ryde 2025

Macquarie School of Education

Contents

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
Convenor
Bronwyn Tregenza
bronwyn.tregenza@mq.edu.au
Contact via Assessment questions should be posted on the iLearn forum for the task. Email or iLearn staff contact link or for other correspondence.
25B Wally's Walk, Level 6, Rm 642
Flexible by appointment

Credit points
10

Prerequisites
80cps and EDST8999 and (EDST8211 or EDST8238)

Corequisites
(Admission into MTeach (Prim) and EDST8212 or EDST8213) OR (Admission into MTeach (Secondary) and (EDST8219 or EDST8221 or EDST8223 or EDST8225 or EDST8227 or EDST8229 or EDST8231 or EDST8233 or EDST8235))

Co-badged status

Unit description
This unit is a Professional Experience unit for intending primary/secondary school teachers. This unit synthesies students' knowledge of teaching diverse learners and skills in independent educational research. Students will teach in a school for 30 days under the guidance of a Supervising Teacher and concurrently conduct practitioner research to meet the requirements of the mandatory NESA Teaching Performance Assessment (TPA).

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: Critically analyse and demonstrate differentiated, evidence-based teaching strategies that are responsive to the learning strengths and needs of students with diverse backgrounds and learning needs.

ULO2: Understand, implement and evaluate the processes of planning, teaching, assessing and reflecting over a lesson sequence to determine the impact of teaching on student learning.

ULO3: Employ research knowledge and methods appropriate for effective, research-based practitioner inquiry.

ULO4: Identify, apply and synthesise evidence of practice aligned to AITSL graduate teacher standards.

ULO5: Demonstrate research informed collegial interactions, feedback and professional interactions in learning communities.

ULO6: Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

General Assessment Information

The assessment for this unit is the national Teaching Performance Assessment (TPA) that **all** Teacher Education Students in Australia must complete to be accredited and enter the profession. All tasks are mandatory but the written TPA submission will be analysed to determine that the TES has met or exceeded all of the Australian Professional Standards for Teachers (APST) at Graduate level to pass the course. At Macquarie University, the TPA requires teachers to collect and analyse performances, work samples and assessment items completed by five targeted students to assess knowledge and skills from the syllabus that have and have not been demonstrated and measure the impact of a lesson sequence differentiated to enable the target students to master syllabus content that the assessment data showed was within their ZPD. A comprehensive collection of submission guides, templates and other resources are available to all final year TES on the **EDCOMMS iLearn site.**

If unforseen circumstances compromise your participation in the course or completion of requirements, please reach out via wellbeing@mq.edu.au **for guidance and support and for variations to the course schedule please submit an application with supporting evidence via the Service Connect Portal https://connect.mq.edu.au/s/**

Unit Assessment Overview

ASSESSMENT NAME	WEIGHT	DUE DATE	SUBMISSION METHOD
GoReact Video recording of yourself teaching	Mandatory but not weighted	To be recorded during PEX which finishes on Friday **11/04/2025**	Recorded directly into GoReact which is accessed via a link in iLearn

ASSESSMENT NAME	WEIGHT	DUE DATE	SUBMISSION METHOD
Folder of evidence showing completion of all PEX tasks	Mandatory but not weighted	**27/04/2025 Two** weeks (including Uni Recess) after PE placement	To be kept in a digital format (Eg files linked to a Google Doc table or OneNote) and shared with all course teaching staff for access as needed. Please create a table of contents. Hard copy documents should be scanned.
Supervising Teachers' Professional Experience Evaluation Report	Mandatory but not weighted	Please check the mid PEX evaluation report by **Friday 21 March** and confirm submission of the final evaluation report by **15/04/2025**	Submit via iParticipate
Viva Voce presentation (not to exceed 5 mins) showing differentiation based on assessment data for one student	Mandatory but not weighted	**08/05/2025** students enrol in one Practical class	Presented during a Zoom session and appended to TPA
Teaching Performance Assessment - Submission guide on EDCOMMS	100%	**19/05/2025** eleven days after Viva Voce	Submitted via a iLearn Assessment Submission link
ASSET Survey	Mandatory but not weighted	**Friday 23/05/2025**	Links in iLearn

Assessment Policies

- Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

- 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 https://students.mq.edu.au/study/assessment-exams/special-consideration

- 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

- The Professional Experience Report is marked as satisfactory or unsatisfactory
- The Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds
- To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.
- 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
Supervising Teachers' Professional Experience Evaluation Report	0%	Yes	15/04/2025
Teaching Performance Assessment	100%	No	19/05/2025

Name	Weighting	Hurdle	Due
ASSET Survey	0%	No	23/05/2025

Supervising Teachers' Professional Experience Evaluation Report

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 0 hours
Due: **15/04/2025**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

This report is completed by the Supervising Teacher on completion of the student's 30 day Professional Experience placement (Including the TPA) using the AITSL Graduate Teaching Standards.

On successful completion you will be able to:

- Critically analyse and demonstrate differentiated, evidence-based teaching strategies that are responsive to the learning strengths and needs of students with diverse backgrounds and learning needs.
- Understand, implement and evaluate the processes of planning, teaching, assessing and reflecting over a lesson sequence to determine the impact of teaching on student learning.
- Employ research knowledge and methods appropriate for effective, research-based practitioner inquiry.
- Identify, apply and synthesise evidence of practice aligned to AITSL graduate teacher standards.
- Demonstrate research informed collegial interactions, feedback and professional interactions in learning communities.
- Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

Teaching Performance Assessment

Assessment Type [1]: Essay
Indicative Time on Task [2]: 10 hours

Due: **19/05/2025**
Weighting: **100%**

Pass/Fail completed on placement (no word limit). Teaching Performance Assessment(NESA requirement) includes: choosing 5 focus students and planning teaching and assessing through a process of reflexive practice.

On successful completion you will be able to:
- Critically analyse and demonstrate differentiated, evidence-based teaching strategies that are responsive to the learning strengths and needs of students with diverse backgrounds and learning needs.
- Understand, implement and evaluate the processes of planning, teaching, assessing and reflecting over a lesson sequence to determine the impact of teaching on student learning.
- Employ research knowledge and methods appropriate for effective, research-based practitioner inquiry.
- Identify, apply and synthesise evidence of practice aligned to AITSL graduate teacher standards.
- Demonstrate research informed collegial interactions, feedback and professional interactions in learning communities.
- Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **23/05/2025**
Weighting: **0%**

The 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:

- Engage in scholarly inquiry and reflexivity in regard to teaching practice of self and others.

[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

Tutorials and Workshops

EDST8240 blends face to face and online delivery to support professional learning activities within schools.

Tutorial 1 via Zoom 5:00pm on Wednesday 26 February https://macquarie.zoom.us/j/86245161 683

On-Campus Session 10:00am to 2:00pm Friday 28 February

Six Week Professional Experience Placement from Monday 3 March to Friday 11 April with make up days between Monday 28 April and Friday 9 May

Mid-Professional Experience Zoom Session One to clarify data collection and analysis and development of student goals 1:00pm to 3:00pm Wednesday 12 March https://macquarie.zoom.u s/j/88457696064

Mid-Professional Experience Zoom Session Two. The focus will be on differentiation and annotation of work samples to show impact 1:00pm to 3:00pm Wednesday 26 March https://mac quarie.zoom.us/j/89513853430

On-Campus Session 10:00am to 2:00pm Friday 2 May

Viva Voce (5min presentation) Thursday 8 May in sessions that run from 9:00 to 10:30 or 11:00 to 12:30. Participants stay for the whole 90min session.

Essential Resources

Students must be familiar with the Teacher Education Students section of the MQ Professional Experience website https://students.mq.edu.au/study/course/teacher-education-students

A close reading of the following documents on the **EDCOMMS iLearn site** should be completed before commencing the Professional Experience and the MQTPA lecture series and Podcasts are highly recommended.

- The EDST8240 PEX Requirements document for either Primary or Secondary
- The MQTPA Primary and Scondary 2025 submission guidelines

The Australian Professional Standards for Teachers can be found on the website of the Australian Institute for Teaching and School Leadership (AITSL) https://www.aitsl.edu.au/standards and the NSW Education Stanards Authority(NESA) website https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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 an d 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. 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.

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.

LANTITE

In order to enrol in your EDST8240 PE Unit you must have met the standard for both the Literacy and Numeracy test prior to commencing the professional experience placement unit. Enrolling in EDST8240 while waiting for your results will not be accepted.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks 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

Please be aware that the Course Convenor may submit a CareMQ Report inviting the wellbeing team to contact you if you encounter particularly challenging circumstances during the semester. You may also contact the wellbeing team directly yourself

- T:+61 (2) 9850 7497
- E:wellbeing@mq.edu.au

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.

It is important to reach out to the IT Support team via a Onehelp email or ticket as unresolved difficulties significantly impact others and everything we do to make sure the team knows about

and resolves problems improves the university experience for everyone.

Unit information based on version 2025.03 of the