EDST8537

Conceptualising Curriculum and Pedagogy

Session 1, Online-scheduled-weekday 2025

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor / Tutor
Rose Garofano
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25 Wally Walk Level 6 - Room 618
by email appointment

Tutor
Anthony Robertson
anthony.robertson@mq.edu.au
NIL
by email appointment

Credit points
10

Prerequisites

Corequisites
EDST8200

Co-badged status

Unit description
This unit provides students with an introduction to curriculum and pedagogy focused decisions contextualised within the secondary school. Students will explore a range of pedagogical approaches related to discipline specificity, interdisciplinarity, out-of-field teaching, diversity and inclusion.

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: Synthesise relevant theory and research about the key components of classroom management necessary for effective student learning.

ULO2: Critically analyse relevant syllabus documents and evidence-based strategies for

the design and implementation of teaching, learning and assessment.

ULO3: Evaluate programs and resources and apply understanding of pedagogical and content knowledge to show awareness of students from diverse backgrounds in effective learning.

ULO4: Develop knowledge of strategies for working effectively, sensitively and confidentially with parents/carers.

ULO5: Develop skills in reflexive practice through critical engagement with research informed practice, feedback and professional interactions in school-based and non-school based settings.

General Assessment Information

General Submission Information

Please format assessments using 12-point font and 1.5 spacing. All assessments must be submitted electronically. Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline. Students should be careful to 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. 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 contact the unit convenor. 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. Word limits are strictly applied. Work above the word limit will not be marked.

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: https://policies.mq.edu.au/document/view.php?id=3). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee.

Penalties can include:

- reduced marks for an assessment,
- being awarded '0' for a task,
- failing an entire unit,
- being excluded from a course of study.

Please see each assessment task description/rubric for expectations about AI.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: https://students.mq.edu.au/study/assessment-exams/special-consideration). Applications for extensions must be made via Service Connect. 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

Marking

All assessments are marked using a rubric. Marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading System and University Assessment Policy. To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component and a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/PEx units) is marked as Not met, Met or Exceeds.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed because 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 Service Connect.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via Service Connect 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

Assessment Tasks

Name	Weighting	Hurdle	Due
Curriculum review presentation	50%	No	04/04/25 23.55pm (Written) and in weekly tutorial (Oral)

Name	Weighting	Hurdle	Due
Case study of an issue affecting the school community and wellbeing	50%	No	06/06/25 23.55pm

Curriculum review presentation

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 40 hours
Due: **04/04/25 23.55pm (Written) and in weekly tutorial (Oral)**
Weighting: **50%**

Students will complete an in-class presentation and written rationale of a curriculum review in a given key learning area

On successful completion you will be able to:

- Synthesise relevant theory and research about the key components of classroom management necessary for effective student learning.
- Critically analyse relevant syllabus documents and evidence-based strategies for the design and implementation of teaching, learning and assessment.
- Develop skills in reflexive practice through critical engagement with research informed practice, feedback and professional interactions in school-based and non-school based settings.

Case study of an issue affecting the school community and wellbeing

Assessment Type [1]: Case study/analysis
Indicative Time on Task [2]: 40 hours
Due: **06/06/25 23.55pm**
Weighting: **50%**

Students will complete a written critical analysis of a wellbeing scenario affecting teachers or students or community based on a case study

On successful completion you will be able to:

- Evaluate programs and resources and apply understanding of pedagogical and content knowledge to show awareness of students from diverse backgrounds in effective

learning.

- Develop knowledge of strategies for working effectively, sensitively and confidentially with parents/carers.
- Develop skills in reflexive practice through critical engagement with research informed practice, feedback and professional interactions in school-based and non-school based settings.

[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

Compulsory Texts:

Alonzo, D., & Davison C. (2022). *Research Brief: Building a strong assessment culture in schools*. University of New South Wales. https://www.unsw.edu.au/arts-design-architecture/our-schools/education/our-research/research-strengths/project-briefs

De Nobile, J., Lyons, G., Arthur-Kelly, M. (2021). *Positive learning environments; Creating and maintaining productive classrooms*. Cengage.

Goos, M., Geiger, V., Dole, S., Forgasz, H., & Bennison S. (2018). *Numeracy across the curriculum: Research based strategies for enhancing teaching and learning*. Routledge.

Rigney, L-I. (Ed.) (2023). *Global perspectives and new challenges in culturally responsive pedagogies: Super-diversity and teaching practice*. Routledge.

Recommended additional texts:

Alonzo, D., Leverett, J., & Obisoma, E. (2021). Leading assessment reform: Ensuring a whole-school approach for decision making. *Frontiers in Education 6*, 631857.

Besser, S., & Westerlund, R. (2024). *Making language visible in Social Studies: A guide to disciplinary literacy in the Social Studies classroom*. Routledge.

Bradbury, O.J., Fitzgerald, A., & O'Connor, J-P. (2020). Supporting pre-service teachers in becoming reflective practitioners using conversation and professional standards. *Australian Journal of Teacher Education, 45*(10), 18-34.

Dutton, J. & Rushton, K., 2018b). Confirming identity using drama pedagogy: English teachers' creative response to high-stakes literacy testing. *English in Australia, 53*(1), p. 5-14.

Forrest, J., Lean, G. & Dunn, K. (2015) Challenging racism through schools: teacher attitudes to cultural diversity and multicultural education in Sydney, Australia. *Race Ethnicity and Education, 19*(3), 618- 638.

Hobbs, L., & Porsch, R. (Eds.) (2022). *Out of field teaching across teaching disciplines and contexts*. Springer.

Howard S., Woodcock S., Ehrich J., Bokosmaty S. (2017). What are standardized literacy and numeracy tests testing? Evidence of the domain-general contributions to students' standardized educational test performance. *British Journal of Educational Psychology, 87*(1), 108 – 122.

Moloney, R., Lobotsyna, M., & De Nobile, J. (2022). *Interculturality in schools: Practice and research*. Routledge.

White, P.J., Tytler, R., Ferguson, J.P., & Cripps Clark, J. (Eds.) (2022). *Methodological Approaches to STEM Education Research Volume 3.* Cambridge Scholars Publishing.

Recommended Readings:

Ajjawi, R., Tai, J., Boud, D., de St Jorre, T.J. (2023). *Assessment for inclusion in higher education*. Routledge

Klenowski, V., & Wyatt-Smith, C. (2012) The impact of high stakes testing: the Australian story. *Assessment in Education: Principles, Policy & Practice, 19*, 1, 65-79.

Lehtomaki, E., Janhonen-Abruquah, H., & Kahangwa, G. (Eds.) (2017). *Culturally responsive education; Reflections from the global south and north*. Routledge.

New South Wales Department of Education. (2024). *Numeracy guide Years 3 – 8*. https://education.nsw.gov.au/content/dam/main-education/en/home/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/guides/numeracy-guide-3-8.pdf

Rawlings Smith, E., & Pike, S. (Eds.) (2024). *Encountering ideas of place in education*. Routledge.

Reynolds, C. R., Livingston, R. B., & Willson, V. (2009). *Measurement and assessment in education*. Pearson

Wormeli, R. (2023). *Differentiation: From planning to practice, Grades 6 – 12*. Routledge.

Information about the unit iLearn site

This unit has a full web presence through iLearn. 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: via email onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

Unit Schedule

This Unit schedule *may* change - the most up to date and correct verson is found on the unit iLearn site.

Module	Content	Syllabus Focus
Module 1: Understanding and conceptualising curriculum and pedagogy (duration 3 weeks)	**Lecture 1: Understanding and conceptualising curriculum** This lecture focuses on the nature, purpose, differences and similarities between curriculum and syllabus across Australia and with priority given to the NSW context. The lecture then focuses on how to interpret NESA syllabus documents across Key Learning Areas together with the related support materials. Attention is also given to conceptualising and developing a learning, teaching and assessment program from a syllabus document. **Tutorial 1: Understanding and conceptualising curriculum** The tutorials in this module focus on a syndicate task where students will work towards the development of a multimodal report to be submitted as a formative assessment task before the commencement of Module 2. In this tutorial, students will research, reflect on, and formulate ideas about a relevant syllabus and support materials to conceptualise their own work within a given subject in a secondary classroom together with identification of factors which might enable and/or constrain practice and resource selection. **Lecture 2: Understanding and conceptualising pedagogy (i)** This lecture focuses on the importance of providing clear directions to students and within lesson plans. Focus is also given to the nature, purpose and complexities associated with inquiry-based learning and explicit instruction as key pedagogical approaches suitable for implementation across subjects and stages of schooling **Tutorial 2: Understanding and conceptualising pedagogy (i)** The tutorials in this module focus on a syndicate task where students will work towards the development of a multimodal report to be submitted as a formative assessment task before the commencement of Module 2. In this tutorial, teacher education students will scope out ideas for lesson plan with clear directions for student instruction and lesson operation. In this tutorial, students will research, reflect on, and formulate ideas about inquiry-based learning and explicit instruction to conceptualise their own work within a given subject in a secondary classroom together with identification of factors which might enable and/or constrain practice and resource selection. **Lecture 3: Understanding and conceptualising pedagogy (ii)** This lecture focuses on the nature, importance and enactment of culturally responsive pedagogies which are suitable for implementation across subjects and stages of schooling. **Tutorial 3: Understanding and conceptualising pedagogy (ii)** The tutorials in this module focus on a syndicate task where students will work towards the development of a multimodal report to be submitted as a formative assessment task before the commencement of Module 2. In this tutorial, students will research, reflect on, and formulate ideas about culturally responsive pedagogies to conceptualise their own work within a given subject in a secondary classroom together with identification of factors which might enable and/or constraint practice and resource selection.	Australian Curriculum Assessment and Reporting Authority documents for an Australian Curriculum New South Wales Education Standards Authority syllabus documents across Key Learning Areas

| **Module 2: Understanding and conceptualising the nature, purpose and enactment of assessment** (duration 2 weeks) | **Lecture 4: Understanding and conceptualising assessment (i)**

This lecture focuses on technical dimensions of assessment (reliability and validity), and the uses

and purposes of assessment within a standards-based curriculum. The lecture also introduces educational data, its specific types and forms (such as qualitative vs. quantitative, input data, learning process data, and output data) and how such data is used for assessment, evaluation, and measurement purposes within learning programs. Attention is given to understanding how both quantitative and qualitative assessment data can be used to inform student learning, teaching, and planning requirements.

Tutorial 4: Understanding and conceptualising assessment (i)

The tutorials in this module focus on students completing a series of individual and collaborative tasks before the commencement of Module 3. In this tutorial, students will firstly complete an online task which focuses on purpose, reliability and validity in and of assessment tasks. The online task will involve the presentation of authentic school assessments as exemplars of types of assessments (formal, informal, diagnostic, summative, formative) and written discussion about task categorisation and description. The second task will be collaborative. Students will be provided with exemplars of authentic school data and descriptions of how data has been collected, stored, interpreted (i.e., measured) and analysed. Students will critically engage with research-informed discussion about the categorization and description of school data exemplars, the presentation of a case study on

learning goals for a fictional class, and construction of appropriate evidence-based assessment tasks which identify the types of required data, and strategies for data collection, storage, and analysis.

Lecture 5: Understanding and conceptualising assessment (ii)

This lecture focuses on understanding how to attain more reliable tests using item analysis (for example through Item Response Theory). The lecture will examine types of tests (such as normative vs criterion referenced), standardised tests, and concepts such as raw scores, standard scores, z scores, linear transformation to a standard score, percentiles, stanines, grade equivalents, the Gaussian curve, and standard error of measurement. The lecture will also focus on frameworks and models of learning program evaluation (ie., the Logic Model) and will present strategies for determining effective learning interventions in the classroom. The emphasis will be on using both quantitative and qualitative assessment data to evaluate learning programs to inform pedagogy and program planning. The lecture also focuses on marking criteria and moderation of results together with weighting of marks for different assessment components. Implications for teacher practice and student learning will also be addressed.

Tutorial 5: Understanding and conceptualising assessment (ii)

The tutorials in this module focus on students completing a series of individual and collaborative tasks before the commencement of Module 3. The tasks demonstrate how to apply technical concepts to facilitate the understanding and interpretation of NAPLAN data and how to report NAPLAN performance to parents/guardians. Prior to the tutorial, students will complete an online quiz to test knowledge from the lectures. In this tutorial, students will have access to current NAPLAN data to identify emerging needs, gaps, priorities or specific areas of improvement. Students will then provide a brief description of these emerging needs, gaps, priorities or specific areas of improvement and propose an initiative to address these concerns using the Logic Model. The description and proposal will be posted in the learning portal discussion forum; each student will critically engage with research and readings to provide a response to at least one post from their peers. During the tutorial there will be opportunities to design and share multiple-choice items, short-response questions, and extended response questions together with interpreting marking criteria through annotation. The tutorial concludes with a practice pilot marking activity where moderation of results can be practised |

| Module 3: Understanding and conceptualising strategies to support literacy and numeracy (duration 2 weeks) | **Lecture 6: ALARM as a strategy of support for developing literacy**

This lecture focuses on the concept of literacy and distinguishes between literacy and English with reference to NSW syllabus documents. The lecture draws on the 'A Learning And Responding Matrix' (ALARM) to provide a backdrop for exploring the importance and obligation of teachers to develop literacy skills across all subjects, together with highlighting strategies for developing competency in building and assessing literary skills in secondary teaching and learning practices. The lecture also addresses implications for literacy skills in classrooms with diverse linguistic, cultural, and socioeconomic backgrounds.

Tutorial 6: ALARM as a strategy of support for developing literacy

The tutorials in this module focus on a syndicate task where students will work towards the development of a portfolio to be submitted as a formative assessment task before the commencement of Module 4. In this tutorial, students will develop the literacy section of the portfolio by exploring the literacy demands of a given subject (e.g., numeracy demands of English, Science, History) contextualised around students from diverse backgrounds. Students will include in the portfolio an identification, evaluation and design of strategies to embed and differentiate literacy into their teaching and learning practices. Students will also include an evaluation of a range of ICT resources for their usefulness in developing literacy skills and in meeting the demands of diverse learners. Further, students will justify and design a suitable assessment task for meeting literacy demands for their given subject.

Lecture 7: Years 3 – 8 Numeracy as a strategy of support for developing numeracy and for understanding its application into a secondary education context

This lecture focuses on the concept of numeracy and distinguishes between numeracy and Mathematics with reference to NSW syllabus documents. The lecture draws on the Years 3 – 8 Numeracy document to provide a backdrop for exploring the importance and obligation of teachers to develop numeracy skills across all subjects, together with highlighting strategies for developing competency in building and assessing numeracy skills in secondary teaching and learning practices. The lecture also addresses implications for numeracy skills in classrooms with diverse linguistic, cultural, and socioeconomic backgrounds.

Tutorial 7: Years 3 – 8 Numeracy as a strategy of support for developing numeracy and for understanding its application into a secondary education context

The tutorials in this module focus on a syndicate task where students will work towards the development of a portfolio to be submitted as a formative assessment task before the commencement of Module 4. In this tutorial, students will develop the numeracy section of the portfolio by exploring the numeracy demands of a given subject (e.g., numeracy demands of English, Science, History) contextualised around students from diverse backgrounds. Students will include in the portfolio an identification, evaluation and design of strategies to embed and differentiate numeracy into their teaching and learning practices (e.g., effective numeracy modelling). Students will also include an evaluation of a range of ICT resources for their usefulness in developing numeracy skills and in meeting the demands of diverse learners. Further, students will justify and design a suitable assessment task for meeting numeracy demands for their given subject. | |

Module 4: Understanding and conceptualising out of field teaching as a reality of transitioning into the profession (duration 2 weeks)	**Lecture 9: Understanding and conceptualising out of field teaching as a reality of transitioning into the teaching profession**	
	This lecture focuses on the nature, causes of, and implications arising from teachers being required to teach beyond their subject specialisation, otherwise known as out-of-field teaching.	
	Tutorial 9: Understanding and conceptualising out of field teaching as a reality of transitioning into the teaching profession	
	The tutorials in this module focus on development of a blog in the learning portal discussion forum where students will share ideas and readings as part of their individual posts and critically engage with research and reason to posts from their peers, by the conclusion of Module 4. In this tutorial, students will research, reflect on, and formulate ideas about the likelihood of teaching out-of-field in relation to subject, location, and stage of schooling. Students will also research, reflect on, and formulate ideas about implications for self as a teacher who is required to teach out-of-field, and conceptualise possible strategies for managing and responding to such a phenomenon.	
	Lecture 10: Managing and responding to out of field teaching as a reality of transitioning into the teaching profession	
	This lecture focuses on research about how pre-service and early-career teachers navigate, manage and respond to the circumstance of being required to teach out-of-field as they enter and transition into the teaching profession	
	Tutorial 10: Managing and responding to out of field teaching as a reality of transitioning into the teaching profession	
	The tutorials in this module focus on development of a blog in the learning portal discussion forum where students will share ideas and readings as part of their individual posts and critically engage with research and reason in responses to posts from their peers, by the conclusion of Module 4. In this tutorial, students will research, reflect on, and formulate ideas about adjusting and enacting the previously articulated conceptualised strategies for managing and responding to such a phenomenon. Students will conceptualise their own work within a given subject in a secondary classroom together with identification of factors which might enable and/or constrain practice and a further plan for action.	

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 and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures for the Macquarie School of Education apply to this unit.

Academic Progression Policy

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,

Communication

It is the student's responsibility to check all electronic communication on a weekly basis. Communication may occur via:

● Official MQ Student Email Address

● The Dialogue function on iLearn

● Other iLearn communication functions

Attendance and Participation

See the University timetable for information about when classes begin in this unit. Creating your timetable - Enrolling | Macquarie University, Sydney

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as the Master of Teaching is a professional qualification. Activities completed during weekly tutorials (DAY or ONLINE DAY

mode) or on campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements. Attendance at all tutorials and/or on campus days is expected and will be recorded. 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 to request a change.

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 not to have an approved Special Consideration may result in a Fail grade.

● Prior to the on campus sessions, students should have read the prescribed readings and listened to the lectures, summarise the main points, and make notes 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 details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Academic Success

Academic Success 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.

Unit information based on version 2025.02 of the Handbook