



EDST8310

Leading the Learning of New Teachers

Session 1, Online-flexible 2025

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor and Tutor

John De Nobile

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25WWB 644

Credit points

10

Prerequisites

Admission to MEd or GradCertEdS or MEdLead or MHed or GradCertHEd or MEChild or GradCertEChild or MTeach(0-5) or GradCertClinEdSim or MIndigenousEd or GradDipIndigenousEd or GradDipChildLit or MChildLit

Corequisites

Co-badged status

Unit description

This unit develops theoretical understandings and leadership skills in education contexts supporting the development of new teachers. It draws on national and international literature in areas such as pre-service professional experience, induction, certification, retention and mentoring to develop a sound theoretical framework for critical reflection on current practice in schools and other education workplaces. Assessment tasks are designed to enhance the workplace capacity of participants.

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: Identify and describe the nature and scope of the policies, strategies, programs and practices in supporting new teacher development in education contexts

ULO2: Apply knowledge about a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development

ULO3: Critically reflect on the application of perspectives on new teacher development

to policy and program improvement in your own jurisdiction and/or workplace

ULO4: Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified with reference to the research literature and relevant to the context of your school/workplace/organisation and/or jurisdiction

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
Reflective Journal	30%	No	14/04/2025

Name	Weighting	Hurdle	Due
Major Assignment	50%	No	02/06/2025
Forums	20%	No	Final Post 5/06/2025

Reflective Journal

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 35 hours

Due: **14/04/2025**

Weighting: **30%**

A critical reflection is required for up to 3 modules. Each entry summarises outcomes of readings and online forums in response to a stimulus question (1500 words total: Approximately 500 words per entry).

On successful completion you will be able to:

- Identify and describe the nature and scope of the policies, strategies, programs and practices in supporting new teacher development in education contexts
- Apply knowledge about a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of perspectives on new teacher development to policy and program improvement in your own jurisdiction and/or workplace

Major Assignment

Assessment Type ¹: Essay

Indicative Time on Task ²: 35 hours

Due: **02/06/2025**

Weighting: **50%**

Provides opportunities for in-depth study and application in an area of professional or personal interest related to the unit learning outcomes and negotiated with the unit convenor. (3000 words maximum, excluding any appendices.)

On successful completion you will be able to:

- Identify and describe the nature and scope of the policies, strategies, programs and

practices in supporting new teacher development in education contexts

- Apply knowledge about a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development
- Critically reflect on the application of perspectives on new teacher development to policy and program improvement in your own jurisdiction and/or workplace
- Construct a plan for the improvement of an aspect of practice in supporting new teacher development that is justified with reference to the research literature and relevant to the context of your school/workplace/organisation and/or jurisdiction

Forums

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 20 hours

Due: **Final Post 5/06/2025**

Weighting: **20%**

Contributions to 5 online discussion forums. Total (1250 words).

On successful completion you will be able to:

- Identify and describe the nature and scope of the policies, strategies, programs and practices in supporting new teacher development in education contexts
- Apply knowledge about a range of policies, strategies, programs and/or practices in schools and other education workplaces supporting new teacher development

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

Required & Recommended Texts

The prescribed text for this unit is:

Ridden, P. & De Nobile, J. (2024). Keys to School Leadership (2e). EdWest Publishing. This

book is best obtained through EdWest Publishing - <https://www.philridden.com.au/teaching>

Access to the following book is also strongly recommended as you will be asked to read some sections:

Cavanagh, M. & Prescott, A. (2022). Your Professional Experience Handbook (2e). Sydney: Pearson.

This book is best obtained through Bootopia or similar. Library access is also possible but limited.

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 Structure

The unit comprises 6 Modules that are located online in iLearn and which require:

- * Reading of the modules
- * Engagement with the readings indicated in each module
- * Participation in online discussion forums
- * Participation in online seminars
- * Completed assessments.

Unit Schedule

Information about the modules and activities, including assessment tasks will be found in iLearn.

Look for a document called Unit Curriculum.

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](#).

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.

MSoE Specific Policies and Procedures

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

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

The MSoE 5Rs Framework

The MSoE 5Rs Framework

At Macquarie University we aim to produce graduates who not only have relevant discipline knowledge and teaching know-how, but who also understand and strive for those capabilities that will make teaching a sustaining career for years to come. Embedded in all our teaching courses is the Macquarie's 5R's framework which helps develop our graduates to be:

1. Resilient
2. Reflexive in their teaching practice
3. Responsive to children, colleagues, parents, professionals and communities
4. Ready to learn, and
5. Research engaged

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

RESILIENT	
REFLEXIVE	Engaging critically with research / policy and reflect on professional context and experience, with view to improvement or development of practice.
RESPONSIVE	Responding to the reflexive feedback of others in discussions and reflective tasks.
READY TO LEARN	
RESEARCH ENGAGED	The importance of research based practice and making evidence based decisions for leadership practice in context.

Unit Acknowledgement of Country

The Macquarie School of Education recognises the Darug people as the traditional custodians of the land upon which we learn and teach. In particular, we would like to acknowledge the Wallumattagal clan of the Darug Nation, the traditional custodians of this land, whose cultures and customs have nurtured and continue to nurture the land on which we are meeting and learning. Their interaction with the land over such a long time suggests there is much we can learn from them about sustainability and respect for the environment.

The local totem of the Wallumattagal clan is Wallumai, a black snapper fish that has been described this way: "shy but clever fish, who uses the shadows and patterns created by the mangroves to protect the younger fish. The mangroves are their nursery,

their school and their home. The mangroves represent life – the obstacles and tangles that we need to navigate. Once we learn the right path to take, we are safe in that knowledge and in our lives”¹.

¹ Walanga Muru. Accessed from <https://www.mq.edu.au/about/about-the-university/our-commitment-to-aboriginal-and-torres-strait-islander-peoples>

Unit information based on version 2025.02 of the [**Handbook**](#)