



# EDUC399

## Professional Capability: Policy, Theory, Pedagogy

S2 External 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

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Credit points  
3

Prerequisites

Corequisites  
6cp in EDUC units at 300 level

Co-badged status

Unit description  
This capstone 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:

1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
2. 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 (tasks 1, 2, 3)
3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
4. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## General Assessment Information

Each assessment task targets and is clearly aligned with the unit's learning outcomes and the demonstration of graduate capabilities, while requiring a synthesis of both scholarship and personal critical reflection drawn from an integration of the discipline studies of Education. The use of skills of communication and creativity and the application of knowledge are embedded in the tasks. Each task requires some professionally informed educational "vision" for the future.

### Please note:

To demonstrate your satisfactory achievement of the Learning Outcomes in EDUC399, ALL assessment Tasks, 1,2, and 3 are to be attempted.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>TASK 1: Research/ Reflection</u>	30%	Yes	Thursday 13th Sept, 11.55pm
<u>TASK 2: Workshop PRESENTATIONS</u>	30%	No	Fri & Sat 26 & 27 Oct in class
<u>CREATIVE AND CRITICAL RESPONSE</u>	40%	No	Monday 12th November 11.55pm

## TASK 1: Research/ Reflection

Due: **Thursday 13th Sept, 11.55pm**

Weighting: **30%**

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

Part 1: research essay 1,000 words

“Teachers’ professional identities are shaped by personal, professional and broader societal contexts and are central to teachers’ beliefs, values and practices”.

Discuss this statement with reference to at least 5 academic, scholarly references.

Part 2: reflection 500 words

Reflect on your own emerging professional development. What key personal, professional and broader societal factors have influenced and shaped your professional identity development?

Your responses should aim to be specific and well considered. Use of first person is acceptable, and no references are required for this part of Task 1.

On successful completion you will be able to:

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 4. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## TASK 2: Workshop PRESENTATIONS

Due: **Fri & Sat 26 & 27 Oct in class**

Weighting: **30%**

In pairs, you will be providing an 8-10 minute engaging tutorial presentation based on a critical identification of the key discourse/ideology/idea about education within a current media text.

Your presentation will be supported by maximum 3 powerpoint slides, and you are to include a title slide in addition with both names clearly shown on it in your individual submission of the slides through turnitin.

On successful completion you will be able to:

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## CREATIVE AND CRITICAL RESPONSE

Due: **Monday 12th November 11.55pm**

Weighting: **40%**

*You have been invited to give the occasional address at the University's Graduation ceremony for Education. This is a celebration of all you have achieved and an opportunity for you to share your understanding of the field of Education.*

Prepare a 5–6 minute address to mark this significant graduation occasion.

Present your speech and create an audio file of this for online submission.

Include in your ONLINE submission a copy of the text of your speech. This will be considered as the 'framework' for your oral presentation.

On successful completion you will be able to:

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in

their development of a professional capability (tasks 1, 3)

- 4. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## Delivery and Resources

The unit is offered internally and externally. Internal students receive a 1-hour live lecture (weeks 3-7) and one workshop per week of one and a half hours (1.5 hours) and the on campus sessions cover the tutorial material. Students are expected to attend all tutorials or on campus sessions as they are workshop-based.

Students are strongly encouraged to attend all lectures.

Lectures are digitally recorded and are available on the unit webpage but will only be posted after the lecture. Lecture slides will also be available through iLearn.

### ***On Campus Days: External Students***

There are two on-campus sessions for external students. You are expected to attend both sessions and rolls will be taken.

The on-campus sessions are held on Saturday 1<sup>st</sup> September and 27<sup>th</sup> October. Please do not enrol in the external mode if you cannot attend these days.

1. 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. The reading and lecture note templates will assist you. Prepare any discussion questions of your own that you wish to share.
2. Please make effective use of the online component of the unit and access *iLearn* on a weekly basis.

In line with the emphasis within this unit on developing effective Learning Communities, external students will be expected to further their learning and engagement in the unit through the online forum on ilearn, and through regular liaison with their partners in the Assessment Task 2 Presentation.

## Unit Schedule

### **Saturday 1st September: (X5B) WW29 136 and 039**

9.30 – 10.00	Introduction: What is Education?
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9.30– 11.00	Workshop/seminars: Interpersonal skills (Film) <b>Exploring Professional Identity</b>
11.00 – 11.30	<i>Morning tea</i>
11.30 – 1.00	Workshop/seminars: Critical Literacy Practices Preparation for Task 2 Presentations next OCD
1.00 – 1.45	<i>Lunch</i>
1.45 – 3.30	Workshop/ seminars: Family-school relationships (film and workshop)

**Saturday 27<sup>th</sup> October: (X5B) WW29 136 and 039**

9.30 – 10.00	[Time allowed for pairs to discuss Presentation task]
10.00 – 11.30	Workshop/seminars: The nature of work and change: Interviews (Film)
11.30 – 12.00	<i>Morning tea</i>
12.00 – 1.30	Workshop/seminars: Presentations (Assessment Task 2)
1.30 – 2.00	<i>Lunch</i>
2.00 – 3.30	Workshop/ seminars: Preparing for the Profession Discussion: What makes a great speech? Reflection on learning.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## 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](http://ask.mq.edu.au).

## Student Support

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

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide



appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## 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.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcome

- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

#### Assessment tasks

- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)

- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
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## **Assessment tasks**

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
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- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## Assessment tasks

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
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## Assessment tasks

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate

and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
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- 4. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)

## **Assessment tasks**

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)

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- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## **Assessment tasks**

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education (tasks 1, 2, 3,)
- 2. 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 (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
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- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## Assessment tasks

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- 2. 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 (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
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- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## Assessment tasks

- TASK 1: Research/ Reflection
- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- 2. 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 (tasks 1, 2, 3)
- 3. Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability (tasks 1, 3)
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- 4. Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans (tasks 1, 2, 3)
- 5. Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT (tasks 1, 2, 3).

## **Assessment tasks**

- TASK 2: Workshop PRESENTATIONS
- CREATIVE AND CRITICAL RESPONSE

## **Changes from Previous Offering**

*Changes made relative to previous offerings*

- The specific question in Task 1 has been revised although the nature and focus of the task otherwise remains the same.
- There have been some minor changes to the schedule of Weekly Readings, with new Readings included.