EDED11454 *Education as a Profession*
Term 1 - 2018

All details in this unit profile for EDED11454 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

Overview

Education as a Profession examines the history and philosophy underpinning educational theory as a basis for understanding the role of education in contemporary society. Students investigate the impact of social, cultural and economic change on the professionalism of educators and concepts of quality and effective practice in educational settings to understand the role of "teacher as learner". They critically reflect on the contextual factors that influence what it means to be an educator in 21st century society and use Professional Standards and Codes of Ethics and/or Conduct relevant to the work of educators to develop an understanding of the relationship between social justice, ethical practice and professional identity. Students evaluate ways in which their own beliefs about teaching and learning affect professional practice and use ethical and professional standards to explain the rationale for ongoing professional learning and the implications for improved student learning. Students develop an understanding of the purpose of e-portfolios for documenting evidence of professional learning and create a personal response to key ideas about the purpose of contemporary education in the form of a digital artefact which is used to start the reflection process of maintaining and adding to the e-portfolio over the course of the course.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 1 - 2018

- Bundaberg
- Cairns
- Distance
- Gladstone
- Mackay
- Noosa
- Rockhampton
- Townsville

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment
Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview
1. **Written Assessment**
Weighting: 50%
2. **Portfolio**
Weighting: 50%

Assessment Grading
This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses
Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Unit evaluation

Feedback
Employ an alternative method for the presentation of assessment task 2.

Recommendation
Review the requirement of the use of an ePortfolio for the second assessment task.

Feedback from Unit evaluation

Feedback
The description and requirements of the assessment tasks need to be re-considered so that they are appropriate for first year students.

Recommendation
Reword the assessment tasks and the scaffolding to support the completion of these tasks.

Feedback from Unit evaluation

Feedback
The unit navigation was well organised and the unit content was user-friendly.

Recommendation
Continue to use the current structure of the unit.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Identify social, cultural and economic changes that impact on the purposes and outcomes of education in 21st century Australian society.
2. Reflect on self as learner and discuss the relevance of personal and professional lifelong learning for educational professionals.
3. Reflect on the impact of personal perspectives of race, class, gender and identity formation on the professional role of educators.
4. Evaluate contemporary perspectives on social justice and their relationship to Professional Standards and Codes of Ethics and Conduct for professional educators.
5. Assess ways in which knowledge of educational contexts such as socioeconomic background, culture, identity and gender shape the decision-making of educators.

This unit incorporates essential professional behaviours embedded in the Australian Professional Standards for Teachers. The development of an e-portfolio for demonstrating evidence of the standards at graduate level is introduced in this unit and can be used as the basis for registration, identification of professional learning needs and selection of evidence for professional folios for future employment interviews.
Successful completion of the unit Education as a Profession provides opportunities for students to demonstrate the following focus areas of the standards: 1.1, 1.3, 4.4, 6.1, 6.2, 6.4, 7.1 and 7.2. In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) including HLTHIR403C: 1 and 2; HLTHIR404D: 2; CHCCHILD401A: 1 and 3; and CHCCS400B: 1, 2, 3 and 4 are taught and assessed in this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level　○ Introductory Level　○ Intermediate Level　● Graduate Level　○ Professional Level　○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•		•
2 - Portfolio - 50%	•		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	○	○	○	○	○
2 - Problem Solving					
3 - Critical Thinking	○	○	○	○	○
4 - Information Literacy	○			○	○
5 - Team Work					
6 - Information Technology Competence	○			○	
7 - Cross Cultural Competence		○	○		○
8 - Ethical practice			○	○	○
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	○		○			○	○	○		
2 - Portfolio - 50%	○		○	○		○	○	○		

Textbooks and Resources

Textbooks

EDED11454

Prescribed

Teaching: Making a difference
Edition: 3rd (2016)
Authors: Churchill, Godinho, Johnson, Keddie, Letts, Lowe, Mackay, McGill, Moss, Nagel, Shaw, Ferguson, Nicholson & Vick
Wiley
Milton , Queensland , Australia
ISBN: 9780730315452
Binding: Other

Additional Textbook Information
This text will be used for the Term 2 unit Curriculum Foundations and Decision-making and will be a valuable resource throughout the Bachelor of Education course.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Susan Murket Unit Coordinator
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Schedule

Week 1 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1: Conceptions of teachers and teaching	Reading: Corrigan, 2016 Reading: Groundswater-Smith et al., 2011, pp. 3-11	

Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2: Personal and professional identify	Textbook: Churchill et al., 2015, Chapter 1	

Week 3 - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Teacher responses to diversity	Reading: Snowman et al., 2009, pp.142-152	

Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Discourses of schooling	Textbook: Churchill et al., 2015, Chapter 2 Reading: Hayes, 2017	

Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 5: Education and social change	Textbook: Churchill et al., 2015, Chapter 2 Reading: Frost, 2008	

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
No Class		**Reflective Autobiography** Due: Vacation Week Monday (9 Apr 2018) 11:45 pm AEST

Week 6 - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Schools and educational equity	Reading: Melbourne Declaration Textbook: Churchill et al., 2015, pp. 569-574, 592-599	

Week 7 - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Teaching as professional work	Reading: Winch et al., 2015	

Week 8 - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Teachers as learners	Reading: Mohamed, Valcke & De Wever, 2017 Reading: Ewing, Lowrie and Higgs, 2010, pp. 31-40	

Week 9 - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Professional Standards for Teachers	Textbook: Churchill et al., 2015, pp. 564-567 Reading: Australian Professional Standards, 2017 Reading: Marsh, 2010, Chapter 21	

Week 10 - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Codes of Ethics and Conduct for the teaching profession	Reading: Forster, 2012 Reading: Codes of Ethics and Conduct from your State Authority	

Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11: Ethical and legal issues that affect the work of teachers	Reading: Groundswater-Smith et al, 2011, pp. 27-40 Reading: Professional boundaries: A guide for Queensland teachers, 2017	

Week 12 - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 12: Assignment workshop		

Review/Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
No class		**Multimodal Response** Due: Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

Assessment Tasks

1 Reflective Autobiography

Assessment Type
Written Assessment

Task Description
Reflective Autobiography
In 2000 words, trace the development of your views about teaching and learning in the following way:
a) outline selected experiences from your life and own personal experience of schooling and discuss how your experiences have shaped your beliefs about teaching and learning;
b) select an image that symbolises your metaphor for a "good" teacher. This image can be taken from any source (media, movies, books, etc). Explain why you have chosen this metaphor and how it relates to your experiences and beliefs;
c) examine how your cultural identity and other beliefs about education may influence the ways in which you respond to the diversity of learners in contemporary Australian educational and care settings; and
d) identify some specific professional learning goals based upon the previous sections above that apply the concepts covered so far this term.
It is expected that you will embed references from the weekly readings found on the moodle site into your discussion.
First person (e.g. "I remember", "my teachers", etc) is appropriate for this assignment. If possible, upload the metaphor image as an appendix.

Assessment Due Date
Vacation Week Monday (9 Apr 2018) 11:45 pm AEST

Return Date to Students

Feedback on this assessment response will be provided in sufficient time to allow for academic support and advice as necessary to inform students' responses to the next assessment task.

Weighting
50%

Assessment Criteria
Ability to select and analyse personal experiences that underpin the formation of beliefs about learning and teaching
Ability to reflect on personal and professional perspectives through the chosen metaphor
Articulation of the influence of social, economic and political factors on education and the impact of diversity and change on the work of teachers in the 21st century
Explanation of the need for ongoing professional learning for teachers
Demonstration of professional levels of personal literacy

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload this assessment task through the link provided on the unit moodle site.

Learning Outcomes Assessed

- Identify social, cultural and economic changes that impact on the purposes and outcomes of education in 21st century Australian society.

- Reflect on self as learner and discuss the relevance of personal and professional lifelong learning for educational professionals.
- Reflect on the impact of personal perspectives of race, class, gender and identity formation on the professional role of educators.
- Assess ways in which knowledge of educational contexts such as socioeconomic background, culture, identity and gender shape the decision-making of educators.

Graduate Attributes

- Communication
- Critical Thinking
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Multimodal Response

Assessment Type
Portfolio

Task Description
Respond to the question: ***What does it mean to be a professional educator in the 21st century?*** You are required to use a multimodal approach that combines images or symbols with words.
Part A: You will create an <u>original representation</u> of the relationship between the goals of the Melbourne Declaration and the principles that guide the work and decision-making of educators as found in documents studied this term. Key ideas from documents such as the AITSL Professional Standards, plus the Code of Ethics and Code of Conduct for teachers published by your State Authorities must be incorporated.
You are encouraged to be creative, for example, a diagram, mind map, an original cartoon strip, or any combination of images and words.
Part B: An <u>essay</u> (1500 words) that:
(a) describes the impact of social, economic and cultural change on the purpose and outcomes of education in 21st century Australian society;
(b) explains the way in which educators' work is affected by issues of social justice, diversity and equity, and ethical decision-making; and,
(c) evaluates how Professional Standards and Codes of Ethics and Conduct guide the complex work of educators in contemporary educational settings, and contribute to ongoing professional learning that improves outcomes for all learners.
References from this unit's textbook and weekly readings to support your argument are expected. Any relevant images or symbols you used in Part A that may help convey your ideas can be mentioned in the essay.

Assessment Due Date
Review/Exam Week Friday (8 June 2018) 11:45 pm AEST

Return Date to Students

Feedback on this final assessment response will be available after the date for Certification of Grades for the term.

Weighting
50%

Assessment Criteria
Ability to analyse, evaluate and synthesise information from a range of sources to support a point of view
Knowledge and understanding of the range of factors influencing education policy
Ability to reflect critically on principles of equity, diversity and social justice and the relationship to teachers' professionalism and the complexity of educational environments
Demonstrated understanding of the nature of teaching as professional work and the role of professional standards and codes of ethics in guiding educators' decision-making
Application of academic conventions and personal literacy competence

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Upload this assessment task through the link provided on the unit moodle site.

Learning Outcomes Assessed

- Identify social, cultural and economic changes that impact on the purposes and outcomes of education in 21st century Australian society.
- Reflect on the impact of personal perspectives of race, class, gender and identity formation on the professional role of educators.
- Evaluate contemporary perspectives on social justice and their relationship to Professional Standards and Codes of Ethics and Conduct for professional educators.
- Assess ways in which knowledge of educational contexts such as socioeconomic background, culture, identity and gender shape the decision-making of educators.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem