



EDED11454 Education as a Profession

Term 3 - 2020

Profile information current as at 14/12/2025 04:57 am

All details in this unit profile for EDED11454 have been officially approved by CQU University 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.

General Information

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 3 - 2020

- Online

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

Unit content provided an interesting introduction to teaching

Recommendation

Maintain current topics and ensure resources continue to be updated.

Feedback from Unit evaluation

Feedback

Assignment feedback

Recommendation

Provide clear feedback to students.

Feedback from Unit evaluation and email comments.

Feedback

ALC contribution

Recommendation

Continue to offer a variety of support to students.

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.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 4.4 Maintain student safety
- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.4 Apply professional learning and improve student learning
- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements

In addition, competency elements from the Diploma of Children's Services (Early Childhood Education and Care) 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
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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: 4th (2019)

Authors: Churchill, Godinho, Johnson, Keddie, Letts, Lowe, Mackay, McGill, Moss, Nagel, Shaw & Rogers
Wiley

Milton, Qld, Australia

ISBN: 9780730363453

Binding: Paperback

Additional Textbook Information

If you prefer to study from a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 09 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Perceptions of educators	Corrigan, 2016 Ewing et al., 2020, pp. 2-8	

Week 2 - 16 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Identities of educators	Churchill et al., 2019, Chapter 1 and pp. 69-73	

Week 3 - 23 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Educators as learners	Ewing & Le Cornu, 2010, pp. 31-40 Churchill et al., 2019, pp. 518-522 Mohamed, Valcke & De Wever, 2017
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Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
Education and social change	Churchill et al., 2019, pp. 40-52; 592-599 Mission Australia Annual Youth Survey, 2019	

Week 5 - 07 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Diversity in the educational context	Churchill et al., 2019, pp. 149-158; 166-173 McKay, 2016	

Week 6 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
Schools and educational equity	Alice Springs (Mparntwe) Education Declaration Churchill et al., 2019, pp. 158-166; 559-562; 581-592	Reflective autobiography Due: Week 5 Friday (18 Dec 2020) 11:45 pm AEST

Vacation week - 21 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation Week - 28 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Vacation week - 04 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 7 - 11 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Teaching as professional work	Churchill et al., 2019, pp. 545-554 Winch, Oancea & Orchard, 2015	

Week 8 - 18 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Expectations of education and educators	Churchill et al., 2019, pp. 53-68 Hayes, 2017 Hinz, 2018	

Week 9 - 25 Jan 2021

Module/Topic	Chapter	Events and Submissions/Topic
Professional standards for educators	Australian Professional Standards, 2017 Churchill et al., 2019, pp. 554-558 Clarke & Pittaway, 2014, Chapter 20	

Week 10 - 01 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Codes of ethics and conduct for educators	Code of Ethics from your State authority Code of Conduct from your State authority	

Week 11 and 12 - 08 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal issues relevant to educators	Churchill et al., 2019, pp. 563-571; 600-607 Professional boundaries: A guide for Queensland teachers, 2017	

Vacation - 15 Feb 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Multimodal response Due: Exam Week Friday (19 Feb 2021) 11:45 pm AEST

Term Specific Information

Please note that the weekly schedule is different from the standard academic calendar. Instead of having a break after Week 4 and another one after Week 6, classes will be run every week until 18th December. Classes will commence again on 11th January, giving everyone a three week holiday.

Assessment Tasks

1 Reflective autobiography

Assessment Type

Written Assessment

Task Description

In 2000 words, demonstrate your developing views of teaching in the following way:

- summarise selected experiences from your own education. For each one, analyse how your experiences have influenced your beliefs about teaching and learning,
- identify recent social, cultural, and economic changes within Australia that have impacted educational and care contexts. Elaborate, with examples, how knowledge of these changes shapes your future role as an educator,
- list several specific professional learning goals for yourself that show how you intend to respond to the identified social, cultural, and economic changes. Give reasons for each goal, and
- select an image or symbol that depicts your metaphor of a professional educator. Using the metaphor, explain your interpretation of the complex role of educators in 21st century Australian society.

Other details:

- Each section has equal weighting.
- The submission can be formatted as an essay or by using subheadings.
- 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.
- Any image or symbol can be used except book/movie/etc characters. Upload the metaphor image as an appendix.

Please note: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Week 5 Friday (18 Dec 2020) 11:45 pm AEST

Return Date to Students

Week 9 Monday (18 Jan 2021)

Feedback on this assignment response will be provided in sufficient time to inform students' responses of the next assessment task.

Weighting

50%

Assessment Criteria

Ability to choose and analyse personal educational experiences that underpin the formation of beliefs about teaching and learning.

Identification of recent social, cultural, and economic changes in Australian society that may shape an educator's role.

Selection of appropriate professional learning goals for contemporary educational contexts.

Demonstration of the complex role of contemporary educators through the chosen metaphor.

Demonstration of professional levels of personal literacy.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

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 original representation that illustrates the expectations and professional obligations of Australian educators in the 21st century.

Key documents studied this term (Alice Springs (Mparntwe) Education Declaration, the AITSL Professional Standards, plus the Code of Ethics and Code of Conduct for teachers published by your State Authorities) need to be featured.

Any concise format can be used such as drawings, images from the internet, photos, etc.

Part B: 1500-word essay that:

- (a) examines educational purposes and outcomes in 21st century Australia which are impacted by recent social, economic, and cultural change,
- (b) explains how the ethical decision-making of professional educators is shaped by social justice, diversity, and equity with the support of current examples and,
- (c) evaluates how effectively the Professional Standards and Codes of Ethics and Conduct guide the work of educators and contribute to ongoing professional learning that improves outcomes for all learners as promoted by the Alice Springs (Mparntwe) Education Declaration. References from this unit's textbook and weekly readings to support your argument are expected. Any ideas used in Part A can be mentioned in the essay.

Please note: The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page

and appendices. It includes in-text references and direct quotations.

Assessment Due Date

Exam Week Friday (19 Feb 2021) 11:45 pm AEST

Return Date to Students

Will be returned to students 3 weeks after the assignment is due.

Weighting

50%

Assessment Criteria

Original multimodal representation of expectations and professional obligations of educators in the 21st century
Knowledge and understanding of the range of factors influencing the current purpose and outcomes of education
Explanation of the impact of social justice, diversity and equity, and ethical decision-making on educators' practice
Evaluation of the role of professional standards and codes of ethics and conducts in guiding educators' practice and their ongoing professional learning
Application of academic conventions and personal literacy competence

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Ensure your name is on both files.

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