



EDED11454 *Education as a Profession*

Term 1 - 2024

Profile information current as at 08/05/2024 01:56 pm

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.

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 1 - 2024

- Bundaberg
- Cairns
- Mackay
- Online
- 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 survey

Feedback

Content was insightful and helpful to the students' future career.

Recommendation

Maintain the majority of the content.

Feedback from Unit Evaluation survey and forum posts

Feedback

Review assessment task 2.

Recommendation

Review requirements for second assignment and the wording of the rubric.

Feedback from Unit Evaluation survey

Feedback

Videos or other media can be motivating to students.

Recommendation

Embed additional videos or other media into unit content.

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: 5th (2022)

Authors: Churchill et al.

Wiley

QLD , Australia

ISBN: 9780730391777

Binding: Paperback

Additional Textbook Information

The prescribed textbook can be the hard copy or digital copy. The previous addition can also be used.

[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

Susan Murket Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Perceptions of educators	Churchill et al., 2022, pp. 2-35 Become a teacher (Teach Queensland website, 2023)	

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Identities of educators	Kennedy et al., 2022, pp. 2-14	

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Educators as learners	Churchill et al., 2022, pp. 479-483 Whitton et al., 2022, pp. 596-623	
Week 4 - 25 Mar 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Education and social change	Churchill et al., 2022, pp. 36-47 Mission Australia Youth Survey 2023 Summary Report	
Week 5 - 01 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Diversity in the educational context	Sempowicz, 2021 Hyry-Beihammer et al., 2019	
Week 6 - 08 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Educational equity and social justice	Alice Springs (Mparntwe) Education Declaration Churchill et al., 2022, pp. 143-151, 516-520, 536-560	Autobiographical reflection Due: Vacation Week Monday (8 Apr 2024) 11:45 pm AEST
Week 7 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Teaching as professional work	Stone, 2020 (chapter 3 in Bower's book) Strong beginnings: Report of the Teacher Education Expert Panel, 2023, pp. 6-8	
Vacation Week - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
No classes this week		
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Expectations of education and educators	ACARA & Educational Department websites The National Teacher Workforce Action Plan, 2022 Review of the National School Reform Agreement - Overview, 2022	
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Professional standards for educators	Australian Professional Standards, 2017 Churchill et al., 2022, pp. 512-516	

Week 10 - 13 May 2024

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

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ethical and legal issues relevant to educators	Churchill et al., 2022, pp. 520-526 Professional boundaries: A guide for Queensland teachers, 2019	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Assignment workshop	No new readings this week	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		Multimodal response Due: Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Autobiographical reflection

Assessment Type

Written Assessment

Task Description

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

- summarise selected learning experiences as a school student and beyond. For each one, analyse how your experiences have influenced your beliefs about teaching and learning,
- identify recent social, cultural, and economic changes within Australia relevant to educational and care contexts. Elaborate, with examples, how knowledge of these changes might shape your future professional decision-making,
- 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 understanding of the attributes and behaviours of a quality educator in 21st Century Australia.

Please note:

- Each section has equal weighting.
- The submission can be structured as an essay or by using subheadings. Include a brief introduction and conclusion regardless of the structure.
- 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.
- Examples of societal change must be less than five years old. While COVID-19 can be used, it is one of many examples of recent impactful change.
- A metaphor uses comparison or symbolism to create an image in the reader's mind.
- Any image or symbol can be used for the metaphor except book/movie/etc characters. Upload the metaphor image as an appendix. Copyright laws must be adhered to when using images.

At CQU, 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

Vacation Week Monday (8 Apr 2024) 11:45 pm AEST

Please upload your task as one document into the assessment link in Moodle.

Return Date to Students

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 professional decision-making.

Selection of appropriate professional learning goals for contemporary educational contexts.

Expression 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

Submission Instructions

Please use a Word document.

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

Part A: (2-3 slides/pages or 2-3 minutes long)

Design an original analogy for the education profession in Australia today. Ensure you incorporate all key documents used this term along with important concepts explored. The analogy needs to be represented in more than word form, that is, involve images, music, or another device.

Part B (1200-1500 word essay)

The education profession is a complex and constantly evolving one. Use all the following prompts to examine the profession and your place in it.

- What are the main educational priorities in Australia today? How well do these purposes and outcomes align with societal changes in recent years? Give specific examples to justify your argument.

- How do educators demonstrate equity and social justice in their practice as they interact with diverse students? In what ways do educators' personal perspectives influence these interactions? Use contemporary examples to illustrate your discussion.
- How has your perception of the profession changed or been reinforced? Justify your response.

Please note:

- Each of the key documents studied this term must be incorporated into your response.
- Part A and B have equal weighting.
- **Each section within the essay has equal weighting.**
- Contemporary references including those from this unit are expected in both parts of the assignment.
- An analogy is not the same as a metaphor. An analogy is a type of argument and helps to clarify a complex topic. A metaphor is a direct comparison and uses a little more poetic license.
- Maintain an academic tone throughout the essay.

At CQU, 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

Review/Exam Week Monday (3 June 2024) 11:45 pm AEST

Return Date to Students

The feedback will be returned to you prior to certification of grades.

Weighting

50%

Assessment Criteria

Original representation of the education profession in Australia today via an analogy
 Incorporation of key documents and concepts to explain analogy
 Demonstration of familiarity with the education profession and with the chosen analogy
 Analysis of alignment between educational priorities and recent societal changes
 Explanation of how personal perspectives can impact interactions relevant to equity and social justice topics
 Reflection on the development of perceptions about the education profession
 Application of academic conventions, ICT and personal literacy competence

Referencing Style

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

Submission

Online

Submission Instructions

Please test Part A on someone else's computer to ensure it can be easily opened by the marker.

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