School of Education

EDST1104 SOCIAL PERSPECTIVES IN EDUCATION

Semester 2, 2014
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PART A: COURSE INFORMATION

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 1104 Social Perspectives in Education (6 units of credit)
Semester 2, 2014

2. STAFF CONTACT DETAILS

Course Convenor: Dr Greg Vass
Office Location: John Goodsell 110
Email: g.vass@unsw.edu.au
Phone: 02 9385 2524
Availability: Friday 3-5pm, or by appointment

Other Teaching Staff: Leila Iranmanesh
Email: l.irmananesh@unsw.edu.au
Availability: TBA

Other Teaching Staff: Keven Gormley
Email: k.gormley@unsw.edu.au
Availability: TBA

Other Teaching Staff: Deb Chadwick
Email: d.chadwick@unsw.edu.au
Availability: TBA
3. COURSE DETAILS

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Social Perspectives in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Points</td>
<td>6 units of credit (uoc)</td>
</tr>
<tr>
<td>Workload</td>
<td>Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.</td>
</tr>
</tbody>
</table>

**Schedule**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Tutorial/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td></td>
</tr>
</tbody>
</table>

** Weeks 1-12 **

<table>
<thead>
<tr>
<th>Weeks 2-13</th>
</tr>
</thead>
</table>

**Summary of Course**

This course is designed to provide students with an understanding of how society, culture and education interrelate. The course uses current research and sociological theory to understand Australian education within a global context, examine the impact of relevant government policies for schooling and to understand the interaction of sociological factors in relation to student outcomes. Students will need to demonstrate an understanding of how a variety of social and cultural characteristics may impact learning, including socioeconomic status, Aboriginal and Torres Strait Islander background, ethnicity and cultural background, gender, geographic location and school type. To demonstrate their understanding students will be required to engage with both sociological data and critique, utilising a range of verbal, non-verbal and ICT resources and teaching strategies.

**Aims of the Course**

The primary aim of EDST1104 is to provide you with an understanding of social influences that potentially impact on the engagement and educational outcomes of students. The course will address the substantive issues in the field – the sociological influences of factors including homes, peers, identity, culture, race, gender, curriculum, pedagogy, policy and schools. In doing so, we will draw on sociological theory and research to explore why this focus is important and how it can contribute to education resisting ‘the pressure to limit itself to the technical aspects of educational practice, and to assist teachers and educationists to understand and address the social and political elements of education’ (Matthews, 2013, 162).

To achieve this primary aim you will be required to demonstrate an understanding of the socially diverse forces that shape Australian education; examine and critique relevant education policies and practices; engage with and utilise sociological ideas to investigate social perspectives in education in Australia and how these link with broader globalising influences; and use sociological research and debates to support your understanding. Through achieving these aims you will need to articulate an understanding of the diverse social and cultural backgrounds of learners in schooling; how student individual, social and cultural characteristics may affect learning; and demonstrate a developing understanding of engaging with professional teacher communication.

**Important Information**

**Attendance:** Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure. See the section on attendance for details on guidelines, procedures and penalties in Part B of this document.
Student Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe, explain and discuss the context and aims of sociology of Australian education.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2</td>
<td>Identify, investigate and assess the relationships between market-based and social justice government policies, schooling and the educational outcomes of students.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Identify and explain the relationships between family background factors such as SES, Aboriginality, cultural difference and gender and the educational outcomes of school students.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>4</td>
<td>Describe, discuss and analyse the relationships between educational outcomes of school students and the differences between schools and within schools.</td>
<td>2, 3</td>
</tr>
<tr>
<td>5</td>
<td>Examine, discuss and evaluate education policy such as those on low-SES, Aboriginal education and multiculturalism.</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Attributes (AITSL Professional Graduate Teaching Standards)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Assessment/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.</td>
<td>3</td>
</tr>
<tr>
<td>2.4</td>
<td>Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</td>
<td>3</td>
</tr>
<tr>
<td>2.6</td>
<td>Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</td>
<td>2</td>
</tr>
<tr>
<td>3.4</td>
<td>Demonstrate knowledge of a range of resources including ICT that engage students in their learning.</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3.5</td>
<td>Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course aims to equip students to think ‘sociologically’ about education by providing integrated sets of knowledge and skills for students to engage with contemporary issues and concerns that are historically and politically grounded. The field of the sociology of education involves both sociological data to describe what has been or is occurring in education, and sociological critique to discuss what might or ought to be in the case in education. The content of this course will involve students engaging with both sociological data and critique.

The approach to teaching and learning is informed by research. This research has demonstrated the importance of the learning environment for quality student learning. Therefore, emphasis is placed on a learning environment which is student-centred, knowledge-centred, assessment-centred and community-centred. A student-centred environment encourages attention to students’ existing ideas, knowledge, skills, emotions and attitudes providing a foundation for learning. A knowledge-centred environment focuses on what is taught, why it is taught, how it should be taught and what competence looks like. Essential to the student and knowledge-centred environments is assessment, which makes
student learning visible and supports learning. A community-centred environment recognises that learning is influenced by context (Bransford & Donovan, 2005).

5. TEACHING STRATEGIES

Teaching strategies used during the course will include:
- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate;
- online learning from readings and web links on the EDST1104 Moodle website.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.
### 6. COURSE CONTENT AND STRUCTURE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong>&lt;br&gt;28 July</td>
<td>1a: Introduction to sociology of education&lt;br&gt;1b: Education, change &amp; society</td>
<td>Introduction to the course&lt;br&gt;No tutorials</td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;4 August</td>
<td>2a: Reproducing inequalities and privileges&lt;br&gt;2b: The social context of schooling</td>
<td>Young people and schooling</td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;11 August</td>
<td>3a: The role and influence of family&lt;br&gt;3b: The role and influence of social groups</td>
<td>Growing up and schooling</td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;18 August</td>
<td>4a: Becoming individuals within society&lt;br&gt;4b: Transitioning to adulthood</td>
<td>Perspectives of adolescence and schooling</td>
</tr>
<tr>
<td><strong>5</strong>&lt;br&gt;25 August</td>
<td>5a: Why the school location matters&lt;br&gt;5b: Research: preparing for discourse analysis (Guest)</td>
<td>The spatial locations of schooling/research in education</td>
</tr>
<tr>
<td><strong>6</strong>&lt;br&gt;1 September</td>
<td>6a: Understanding Socio-economic status (SES)&lt;br&gt;6b: Disrupting deficit perspectives</td>
<td>Social class and schooling</td>
</tr>
<tr>
<td><strong>7</strong>&lt;br&gt;8 September</td>
<td>7a: Australia’s first peoples in education&lt;br&gt;7b: Indigenous education policy, curriculum and pedagogy (Guest)</td>
<td>Diverse learners: Indigenous youth and Indigenous perspectives in schooling</td>
</tr>
<tr>
<td><strong>8</strong>&lt;br&gt;15 September</td>
<td>8a: Culture and cultural identity&lt;br&gt;8b: Migrant nation (Guest)</td>
<td>Diverse learners: Culture and identities in schooling</td>
</tr>
<tr>
<td><strong>9</strong>&lt;br&gt;22 September</td>
<td>9a: Critical multicultural education&lt;br&gt;9b: Anti-racist education</td>
<td>Diverse learners: Towards critical educational practices</td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10</strong>&lt;br&gt;6 October</td>
<td>10a: Gender and sexuality&lt;br&gt;10b: Which boys? Which girls?</td>
<td>Diverse learners: Gender in schooling</td>
</tr>
<tr>
<td><strong>11</strong>&lt;br&gt;13 October</td>
<td>11a: Policy, markets and choice&lt;br&gt;11b: Globalisation</td>
<td>The assemblage of schooling</td>
</tr>
<tr>
<td><strong>12</strong>&lt;br&gt;20 October</td>
<td>12a: Curriculum&lt;br&gt;12b: Pedagogy</td>
<td>Educational practices</td>
</tr>
<tr>
<td><strong>13</strong>&lt;br&gt;27 October</td>
<td>No lectures Week 13</td>
<td>Course review</td>
</tr>
</tbody>
</table>
7. RESOURCES

Set text:


Articles


**Textbooks & Chapters**


**Websites**

Referencing in APA style: [http://www.apastyle.org/previoustips.html](http://www.apastyle.org/previoustips.html)
Social Science Information Gateway: [http://www.sosig.ac.uk/sociology/](http://www.sosig.ac.uk/sociology/)

**Databases**

AEI: Australian education index
APAIS (Australian Public Affairs Information Service)
ERIC: Current index to journals in education (CIJE)
Factiva
FAMILY (Australian family and society abstracts)
JSTOR
MAIS (Multicultural Australia and Immigration studies)
Web of Science

### 8. ASSESSMENT

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Tutorial Presentation</td>
<td>10 mins</td>
<td>15%</td>
<td>1, 2, 3</td>
<td>1.1, 2.6, 3.4, 3.5</td>
<td>In tutorials in Weeks 3-11</td>
</tr>
<tr>
<td>Assessment 2: Essay</td>
<td>1500 words</td>
<td>35%</td>
<td>2, 3, 4</td>
<td>1.1, 2.6, 3.4, 3.5</td>
<td>Week 6 Fri 05/09/14</td>
</tr>
<tr>
<td>Assessment 3: Research report</td>
<td>2500 words</td>
<td>50%</td>
<td>1, 2, 3, 4, 5</td>
<td>1.1, 1.4, 2.4, 3.4, 3.5</td>
<td>Week 13 Tue 28/10/14</td>
</tr>
</tbody>
</table>

**Assessment Details**

*Purpose/s:* (i) further explore topics related to content in lectures; (ii) practice in implementing ICT strategies for teaching a group of learners.  
*When:* In tutorials from Week 3 to 11  
*Weight:* 15%  
*Time limit:* 10 minutes
Method: In week 2, you and a partner will choose/be assigned a topic from a list and a week for your presentation (there will generally be two groups presenting each week). With your partner, develop a 10 minute micro lesson/activity that will be presented during your assigned week. Your tutorial presentation should:

- be evidence-based;
- use ICT skills, including PowerPoint slides and any relevant online materials;
- include a one-page A4 summary of your presentation (including references) to be distributed to all students in the tutorial. Printed material may continue on the back of the single page if required. This is to be submitted through Turnitin prior to your presentation.

These presentations are a chance to run an interactive micro activity. You will receive evaluative and formative feedback from both your peers and tutor, which will enable you to reflect on this early experience of ‘teaching’. Marking criteria for tutorial presentation:

- Content
- Presentation

The tutorial presentation will be assessed on a group basis (i.e. group members will receive the same mark). The tutorial presentations will be assessed by both your tutor and your peers. The tutor will assess the content aspects of your tutorial presentation. A selection of 3 of your peers will assess the presentation aspects, with their marks averaged. The final grade for tutorial presentations will be based on 2/3 tutor assessment and 1/3 peer assessment using the following assessment feedback form.

You and your partner will work with one (1) of the following topics:

**Young people (Week 3)**
Why/how is schooling implicated in the reproduction of inequality and privilege? What can schools do to disrupt this reproduction?

**Family (Week 3)**
In what ways do families shape and influence the ‘cultural capital’ that students arrive at school with? How can this impact on the schooling experiences of young learners?

**Adolescence and peers (Week 4)**
Critically analyse the extent to which adolescent subcultures influence the educational outcomes of students. What are the implications for you as a teacher and for schools?

**Social justice (Week 5)**
What are the differences between promoting ‘equal educational opportunity’ in comparison with ‘equity of educational outcomes’? What is the significance of this distinction with regards to social justice in education?

**SES/class (Week 6)**
Why/how does SES influence schooling? In your classroom and your school, how could you positively affect the way students from different social classes experience schooling?

**Indigenous Australians (Week 7)**
To what extent has the education system failed Indigenous people in Australia? How might the educational outcomes of Indigenous students be improved in your classroom and/or school?
Culture (Week 8)
What is the deficit perspective? How and why is the cultural background of students linked with educational outcomes? How could you make use of this understanding in your classroom?

Critical multicultural education (Week 9)
What is meant by critical multicultural education? What is it critical of, and why? Why is this approach called for in places like Australia?

Gender (Week 10)
Evaluate the evidence regarding male-female differences in literacy outcomes. Why are these differences most evident in particular groups of males and females? How could you address gender issues in your classroom?

Private and public schools (Week 11)
Critically evaluate the extent to which the current structure of schooling in Australia (private and public) encourages social reproduction. How could you address the issue of social reproduction in your classroom?

School choice (Week 11)
Some argue that the creation of school markets is to make parents more competitive and less concerned about the welfare of all young people and more devoted to extracting maximum benefits for their own children at the expense of others. Is this true? How may school markets affect you and your students?

Globalisation (Week 11)
In what ways has globalisation impacted upon education and schooling? How is it changing classroom practices?
### UNSW SCHOOL OF EDUCATION
### FEEDBACK SHEET
### EDST1104 SOCIAL PERSPECTIVES IN EDUCATION
### TUTORIAL PRESENTATION FEEDBACK SHEET
### ASSESSMENT CRITERIA TASK ONE

**Student name/s:**

**Title of presentation:**

<table>
<thead>
<tr>
<th>Content/Presentation</th>
<th>Comments</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addresses question</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td>Demonstrates understanding of topic</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td>Integrates relevant example</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td>Logical arguments supported with evidence</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td>Concludes and interprets accurately</td>
<td></td>
<td>/2</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td><strong>2. Presentation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content well organised; easy to follow and understand</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Oral communication (volume, clarity, speed, eye contact)</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Effective use of electronic resources (audio-visual aids)</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>Maintains audience interest.</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td>One page outline useful</td>
<td></td>
<td>/1</td>
</tr>
<tr>
<td><strong>Total=</strong></td>
<td></td>
<td>/5</td>
</tr>
</tbody>
</table>

**Comment summary &/or overall feedback:**

________________________________________________________________________
________________________________________________________________________

**Lecturer**

**Date**

**Recommended:** /20 (FL PS CR DN HD) **Weighting:** %

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**NB:** The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.
Assessment 2 – Essay

Purpose/s: Investigate and explain why the sociology of education in Australia is helpful for educators
When: Due Week 6, 5:00pm Friday 05/09/14.
Weight: 35%
Word length: 1500 words

Task description: This task is designed to ensure students are preparing a strong academic foundation in the area of the sociology of education. Students are required to research and write an essay that demonstrates a thorough understanding of the key ideas underpinning the argument presented in the article by Julie Matthews, The educational imagination and the sociology of education in Australia (2013).

Key focus: In the conclusion to the paper, Matthews (p. 167) explains that the purposes of education are ‘neither self-evident nor automatically given’, and for this reason it is important for those involved in education to purposefully cultivate and nurture ‘sensitivity to past and present social conditions and the capacity for theoretical and analytical deliberation’. In other words, she believes that more effective classroom practices (or pedagogy) happen when teachers have a critical and informed understanding of how and why current conditions in education are shaped by the past.


Question: Why is it important and/or helpful for initial teacher educators such as yourself, to learn about, and learn to use, ideas from the sociology of education?

Suggested structure (this is a guide to help, you do not have to follow this organization):

- Introductory paragraph – An outline of what will be discussed. This should provide the reader with a clear indication of your response to the focus question and how your essay is structured.

- Body paragraph 1 – A summary of the theories, knowledges and skills that underpin the sociology of education (this can have both a Australia and Global focus).

- Body paragraph 2 – Explain the role/contribution made by the sociology of education to teacher education (this can have both a Australia and Global focus).

- Body paragraph 3 – Explain how/why learning about, and how to use, ideas from the sociology of education is helpful for you (this should have an Australian focus).

- Concluding paragraph – Bring the ideas developed across your essay together to offer a succinct and convincing summary of your argument.

Presentation and delivery of written assessment:

You should ensure that you follow exactly your lecturer’s/tutor’s instructions. You are required to submit a typed, double-spaced format ELECTRONIC version of your essay through the course’s Moodle website (through the Turnitin submission box).
# ASSESSMENT CRITERIA TASK TWO

**EDST1104 SOCIAL PERSPECTIVES IN EDUCATION**

<table>
<thead>
<tr>
<th>SPECIFIC CRITERIA</th>
<th>(-)</th>
<th>(+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the question or issue and the key concepts involved:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• understanding of the task and its theories, knowledges and skills that underpin the sociology of education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of analysis and/or critique in response to the task:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• depth of understanding of relevant key concepts and principles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and depth of argument and use of relevant literature in relation to the topic/question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstration of knowledge and understanding of how/why the sociology of education contributes to teacher education and practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstration of synthesising knowledge and understanding to use theoretical concepts in relation to educational practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiarity with and relevance of professional and/or research literature used to support response:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• reference specifically made to material, research and ideas presented in class and associated resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• range of research and professional literature on education theory to support response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation of response:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• appropriateness of overall structure of response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of section headings where appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of response according to appropriate academic and linguistic conventions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity, consistency and appropriateness of academic written conventions for quoting, paraphrasing, attributing sources of information, and listing references.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## GENERAL COMMENTS

<table>
<thead>
<tr>
<th>Marker: Date:</th>
<th>Recommended grade/mark:</th>
</tr>
</thead>
</table>

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and, if required, approval by the School of Education Learning and Teaching Committee.
Assessment 3 – Research report

Purpose/s: Undertake and prepare a research report based on analysis of a policy document
When: Due Week 13, 5:00pm Tuesday 28/10/14.
Weight: 50%
Length: 2500

Task description: There are a range of compelling reasons in support of teachers undertaking, or contributing to, research in and of education. This task is designed to provide initial teacher educators with an opportunity to experience this first hand. Central to the purpose of this task, is encouraging a deeper personal understanding of the professional role, responsibilities and practices that teachers are tasked with addressing in the classroom to (a) improve the engagement and achievement of Indigenous learners, and (b) more effectively embed Aboriginal and Torres Strait Islander histories, cultures and perspectives during classroom teaching and learning. For this task, you will undertake research and prepare a report that analyses one of the key policy documents related to these concerns.

Key focus: During the past ten years, a collection of interrelated policy initiatives have been introduced that are designed to address these concerns. Education policy such as this are designed to shape and guide educational practices, and as such, concurrent with the ongoing enactment of these initiatives are research efforts that aim to better understand the intentional and unintentional effects associated with the policy. This is because teachers are charged with the responsibility of putting educational policy into action in the classroom. As an initial teacher educator, it is important to start honing your sociological skills and knowledge to develop a critical and informed understanding why these policy are required, and what they are asking teachers to do in the classroom.

Method: The chapter by Campbell (p. 301) will be used to help guide you through the research requirements and process. This chapter will be used during tutorials to help plan your research. For your research report, you will choose one (1) of the policy documents identified below, and you will use this to then develop a research question. Your research question must be submitted for approval to your tutor by week 7. Using the structure for a research report outlined in this chapter, you will then research and prepare your response for submission by week 13 (the final week of tutorials).

The policy documents:
(a) The AITSL professional standards: 1.4 and 2.4;
(b) The cross-curricular priority to embed Aboriginal and Torres Strait Islander histories, cultures and perspectives across all teaching areas; and
(c) The ‘close the gap’ education targets outlined in Closing the gap on Indigenous disadvantage: The challenge for Australia (2009).
## SPECIFIC CRITERIA

<table>
<thead>
<tr>
<th>Understanding of the question or issue and the key concepts involved:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of the task and its relationship to sociology of education research and writing.</td>
</tr>
<tr>
<td>• clarity and accuracy in use of key terms and concepts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Depth of analysis and/or critique in response to the task:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• depth of understanding of relevant key concepts and principles.</td>
</tr>
<tr>
<td>• depth of sociological analysis of selected education policy.</td>
</tr>
<tr>
<td>• clarity and depth of argument in results and discussion.</td>
</tr>
<tr>
<td>• demonstration of knowledge and understanding of the socio-historical and political grounding of education policy.</td>
</tr>
<tr>
<td>• demonstration of synthesising knowledge and understanding to use theoretical concepts in relation to educational policy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Familiarity with and relevance of professional and/or research literature used to support response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• reference specifically made to material, research and ideas presented in class and associated resources.</td>
</tr>
<tr>
<td>• range of research and professional literature on education theory to support response.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure and organisation of response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• appropriateness of overall structure of response.</td>
</tr>
<tr>
<td>• clarity and coherence of organisation, including use of section headings where appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation of response according to appropriate academic and linguistic conventions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• clarity, consistency and appropriateness of written academic conventions for quoting, paraphrasing, attributing sources of information, and listing references.</td>
</tr>
<tr>
<td>• clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length.</td>
</tr>
</tbody>
</table>

## GENERAL COMMENTS

**Marker:**  
**Date:**  
**Recommended grade/mark:**

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualise and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and, if required, approval by the School of Education Learning and Teaching Committee.
Submission of Assessment Tasks

Students should submit an electronic copy of an assessment task. Electronic copies of an assessment task are to be submitted to the allocated Turnitin Submission Box online via Moodle.

STUDENTS MUST SUBMIT THE ELECTRONIC COPY OF AN ASSESSMENT TASK BY 5PM ON THE DUE DATE UNLESS THE COURSE LECTURER HAS ADVISED OTHERWISE.

You are strongly advised to aim to submit early, as submissions received one minute after the specified due time will be stamped as late and will incur a late penalty. The FASS late penalty is 3% of the total possible marks for the task for each day or part day that the work is late. Lateness includes weekends and public holidays.

You are responsible for checking that the electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Students are required to keep a copy of all assessment tasks. If an assessment is mislaid the student is responsible for providing a further copy.

All assignments must be submitted with a signed Assessment Cover Sheet (required for all assignments). Please ensure that you read and complete the Assessment Cover Sheet carefully, particularly the section related to the originality of the submission.

Assessment Cover Sheets are available from the front counter in the School Office or can be downloaded from: https://education.arts.unsw.edu.au/students/resources/forms/

Return of Assessment Tasks

Assessments are normally returned in tutorials. For assessments with due dates from Week 10 onwards, you may request for feedback on the assessment to be returned by attaching a self-addressed postage-paid envelope to your assignment. If the postage is insufficient to cover the delivery of the assignment, it will not be posted. If a student does not wish to provide postage s/he may pick up her/his assessment from the School Office from 9am-5pm for two weeks following notification of marking completion by the Course Lecturer. If a student is unable to pick up her/his assessment within this time s/he should contact the Course Lecturer.

Feedback

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Feedback Mechanism</th>
<th>Feedback Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Presentation</td>
<td>Written - Moodle</td>
<td>24 October 2014</td>
</tr>
<tr>
<td>Two: Essay</td>
<td>Written - Moodle</td>
<td>26 September 2014</td>
</tr>
<tr>
<td>Three: Report</td>
<td>Written - Moodle</td>
<td>12 November 2014</td>
</tr>
</tbody>
</table>

9. COURSE EVALUATION AND DEVELOPMENT

Student evaluative feedback on the course is gathered, using UNSW’s Course and Teaching Evaluation and Improvement (CATEI) Process. Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback.
PART B: GUIDELINES AND PROCEDURES

10. ACADEMIC HONESTY AND PLAGIARISM

Plagiarism at UNSW is using the words or ideas of others and passing them off as your own. Examples include:

- **Copying**: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks.

- **Inappropriate paraphrasing**: Changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit.

- **Collusion**: Presenting work as independent work when it has been produced in whole or part in collusion with other people. Collusion includes students providing their work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task and passing it off as your own, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Inappropriate citation**: Citing sources which have not been read, without acknowledging the 'secondary' source from which knowledge of them has been obtained.

- **Self-plagiarism**: 'Self-plagiarism' occurs where an author republishes their own previously written work and presents it as new findings without referencing the earlier work, either in its entirety or partially. Self-plagiarism is also referred to as 'recycling', 'duplication', or 'multiple submissions of research findings' without disclosure. In the student context, self-plagiarism includes re-using parts of, or all of, a body of work that has already been submitted for assessment without proper citation.

(NB: Examples of plagiarism: [https://my.unsw.edu.au/student/atoz/Plagiarism.html](https://my.unsw.edu.au/student/atoz/Plagiarism.html))

UNSW distinguishes between 3 levels of plagiarism.

- **Level 1**: Minor plagiarism where inexperience is a mitigating factor (e.g. first year, first semester UG/PG students).
- **Level 2**: Applies to more senior students and first year students from their second semester of study onwards; a second Level 1 type lack of scholarly achievement is automatically treated as a Level 2 offence.
- **Level 3**: This category includes egregious acts of plagiarism, and where the breach is considered to be deliberate, reckless, and/or involves gross and persistent negligence.

All suspected cases of plagiarism in the School of Education are dealt with by the Deputy Head of School (Teaching & Learning). When plagiarism has been identified and confirmed through proper investigation the outcomes include:

**Educative Action**

- All students will undertake some form of educative action either managed by the School or the Learning Centre except where exclusion is the penalty for plagiarism.

**Penalties**

- All students will have a penalty imposed. The degree of penalty will be appropriate to the degree of plagiarism. For students who have committed Level 1 plagiarism it may be that their mark reflects the lack of scholarly achievement, to a maximum deduction of 20 marks per 100 pro rata. For Level 2 it might be a 0% for the work or the course. For Level 3 Plagiarism it may be 0% for the course or even suspension from UNSW.
Registers

- All students are placed on a Register whether it is the Level 1 Plagiarism Register or the Student Misconduct Register for Levels 2 or 3.

In the interests of maintaining high standards in scholarship and research, the University reminds students that when they are writing essays, theses, and assessment items of any nature they are ethically bound to refrain from plagiarism in all forms. Students are advised to inform themselves about University policies and practices concerning assessment and Academic Misconduct (including plagiarism). Wherever possible, students should also take up those opportunities provided to them by the University to improve their academic and/or information literacy. Further information on plagiarism and academic honesty can be downloaded from: https://student.unsw.edu.au/plagiarism In addition, UNSW has produced a booklet to assist students with essential information for avoiding plagiarism which can be downloaded from https://my.unsw.edu.au/student/academiclife/Plagiarism.pdf

At UNSW, plagiarism is considered to be a form of academic misconduct and is viewed very seriously. UNSW is committed to helping students understand the conventions which govern academic communication to assist them avoid action which may result in academic misconduct. Further information on the Student Misconduct Rules is available at: https://student.unsw.edu.au/conduct

Cheating: It is a serious offence to submit any work that is copied from the work of another student whether that work was submitted in the current year, previously or in another course. In such cases, both students may be penalised. Similarly it is an offence to cheat at examinations, get other students to write your assignments, etc. If you have been working in close cooperation with another student undertaking (say) research for an assignment, you should discuss the nature of that cooperation with the Course Convenor to ensure that no misunderstandings arise about the originality of your work, and to identify clearly your own contribution to the work. Where group assessments are produced your lecturer needs to be aware of each person's contribution.

Cheating and plagiarism may attract serious penalties, ranging from failure in the course to failure in all courses and exclusion from the university for a specific period (See also Misconduct).

Misconduct: Academic misconduct is a serious matter. In the first instance cases of misconduct are dealt with by the Head of School but it may be necessary to refer them to the Dean or the University Disciplinary Committee. For detail please go to: https://student.unsw.edu.au/conduct

Proof reading: Proof-read your assignment before submission, as avoidable errors are likely to result in marks being deducted.

Email: Unless the lecturer expressly gives permission, students are not permitted to submit assessment via email.

Non-sexist language: It is UNSW policy to avoid sexist language. You should use words which include both sexes when you are referring to both sexes; e.g. S/he’, ‘she or he’, ‘people’, etc.

11. ATTENDANCE

Unless specific and formal permission has been granted, failure to attend 80% of classes (henceforth ‘classes’ include lectures, tutorials, seminars, online activities and so on) in a course may result in failure in that course. Explanation of absences, or requests for permission to be absent from forthcoming classes, should be addressed to the lecturers/tutors responsible for those classes. Explanation of an absence of more than one week should also be addressed in writing and, where applicable, should be accompanied by a medical certificate.

If you attend less than 80% of classes or have not submitted appropriate supporting documentation to the Course Convenor to explain your absence, you may be awarded a final grade of UF (Unsatisfactory Fail).

If you arrive more than 15 minutes late, you may be recorded as absent. If such a penalty is imposed, you will be informed verbally at the end of class and advised in writing within 24 hours.

Students are expected to give priority to their university study commitments. Any absence from assessable activities, including formal end of semester examinations, must be clearly for extenuating
circumstances only that were unexpected and beyond the control of the student. Work commitments are not considered a justification. Please refer to Special Consideration for further information.

Upon submission of appropriate evidence, the Course Convenor has discretion and authority to determine whether a student meets the required volume of learning and has completed the necessary assessments for a given course in circumstances where attendance has been less than the normal university requirement of 80% of classes.

A student may be excused from classes for up to one month (66% of learning and teaching activities) in exceptional circumstances and on production of an original or certified copy of a medical certificate or other form of appropriate evidence. In such cases, the Course Convenor may assign additional and/or alternative tasks to ensure that students have met the volume of leaning associated with the course.

A student who has submitted the appropriate documentation but attends less than 66% of classes will be asked by the Course Convenor to apply to discontinue the course without failure rather than be awarded a final grade of UF.

UNSW policy on attendance https://myunsw.edu.au/student/atoz/AttendanceAbsence.html

Permission to Participate in Lectures Online

The School of Education allows participation in lectures online on a case by case basis and only in certain circumstances:

a. The student is able to prove that they have no other option but to clash.

b. The clash can only be between lectures or between a lecture and a tutorial or seminar. Only the lecture can be missed.

c. Where the clash is between two lectures it is recommended that the student alternate attendance.

d. The clash can be for not more than one hour.

e. The missed lecture cannot be the first hour of a two hour lecture.

f. The student must be able to access, at minimum, a sound recording of the missed lecture either through Echo 360 or independent recording. The Course Convenor can reserve the right to refuse to allow the lectures in their course to be recorded independently.

g. The Course Convenor(s) must give their approval for the permitted clash.

h. A permitted clash will not be granted when the Clash is the result of over-enrolment.

i. Permissible clashes are not available to students in their first semester of study at University.

A student who is approved permission to participate in online lectures must fulfil the following requirements:

a. The student must provide the Course Convenor with copies of lecture notes and/or reading notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.

b. If a student does indeed attend a lecture for which they had secured a permitted clash they will still submit lecture notes and/or reading notes as evidence of attendance.

c. Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.

d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

Applications for permission to participate in lectures online should be lodged at:
12. SUBMISSION OF ASSESSMENT

All assignments must be submitted online with an assignment coversheet before midnight on the due date via Moodle to avoid penalty. Students are required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy.

Students are required to follow their course lecturer’s instructions **exactly** when submitting hard copies of work for assessment. Some work is submitted in class but most hard copies of assessments are to be delivered to the **locked boxes** in the reception area of the School. Students are advised to put the assessment task into the box with the course lecturer’s name on it and it must include a signed Assignment Cover Sheet.

You are responsible for checking that the hard and electronic copy of an assessment task submission is the same, is complete and accurate and, comply with the Course lecturer’s instructions given in the previous section on Assessment Details.

Professional staff are not permitted to accept student work submitted for assessment. Students are advised to never leave their submissions for assessment under doors.

*Return of Assessment*

**Timing**: Assessment tasks will normally be returned to students in class within three weeks of submission where possible. Where this is not possible, the course lecturer will provide advice with regard to assessment task collection.

**Feedback**: The School of Education standard marking and feedback template (see next page) aligned with assessment criteria and grade descriptors used in marking and contextualized to suit each specific assessment task will be used to provide written feedback on assessment tasks.

**Extensions and late submission of work**

It is expected that all assignment deadlines will be met. In very exceptional cases, extensions may be granted, students should contact the Course Convenor five days prior to the due date of the assignment to discuss their situation. If it is then necessary for students to request Special Consideration an application must be lodged online through myunsw at [https://iaro.online.unsw.edu.au/special_consideration/home.login](https://iaro.online.unsw.edu.au/special_consideration/home.login). The request must be made within three working days of the assessment to which it refers and be accompanied by supporting documentation (e.g., medical certificates). More details on Special Consideration are below.

Work submitted late (i.e., past the time and date specified in the course outline) will incur late penalties. The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late. Lateness will include weekends and public holidays.

Work submitted fourteen days after the due date may be marked and brief feedback provided but no mark will be recorded or counted towards your overall grade. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, you will be deemed to have met that requirement.

Work submitted twenty one days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course you will automatically fail the course.

Where an extension has been granted, either directly by the Course Convenor or through the Special Consideration mechanism, the late penalties outlined above will apply from the revised due date.

*Review of results*

There is no automatic right to have an assessment reviewed; the School reserves the right to make such judgments.

If you have concerns about a mark you have achieved, you should raise this with the Course Convenor in the first instance. This should normally be done within two working days of the return of the assessed work.
If you are not satisfied with the explanation provided, you should complete the UNSW Review of Results (RoR) application form: https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf

You must provide a written explanation of why you believe the work requires review. The written explanation must include the stated criteria for the assessment task indicating the exact area(s) where the assessment of your work differs from the mark you have received.

The Course Convenor has the option to not recommend review if they deem the grounds for review insufficient. The Course Convenor will make their decision within three working days of receiving the request.

If the Course Convenor approves the review, you should submit the Review of Results application form to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the Course Convenor does not recommend the review but you believe that the mark/grade does not reflect your performance, you may forward the RoR application form to the Deputy Head of School (Learning & Teaching), Dr. Therese Cumming (t.cumming@unsw.edu.au).

The Deputy Head of School (DHoS) will normally make a decision within three working days of receiving the application.

If the DHoS approves the review, you should submit the application to Student Central. A clean copy and a copy of the marked work with all feedback must be submitted with the RoR application. An administration fee applies under certain circumstances.

If the DHoS does not approve the review, she will notify the Chair of the Faculty Assessment Review Group (FARG). The FARG can either endorse or overturn the decision of the DHoS.

The FARG will make a decision within one week of receiving advice from the DHoS. If, after the FARG’s decision, the student still believes they have a case they should submit their claim through the University grievance procedures.

A RoR application must be lodged within 15 working days of receiving the result of the assessment task.

13. SPECIAL CONSIDERATION

On some occasions, illness, misadventure, or other circumstances beyond the immediate control of a student may prevent his/her attendance at an examination, or may significantly affect their performance in an assessment. Students who believe that their performance in a course, either during the semester or in an examination, has been adversely affected by illness or any other reason should submit a request for Special Consideration. Applications for Special Consideration are lodged online (https://iaro.online.unsw.edu.au/special_consideration/home.login) and must be made within three working days of the assessment to which it refers to. For more information regarding Special Consideration please visit: https://my.unsw.edu.au/student/atoz/SpecialConsideration.html

14. ASSESSMENT PRINCIPLES AND PROCEDURES

The primary aim of university assessment is to support student learning, hence there should be a clear and explicit relationship between stated assessment tasks and expectations, course objectives and course content. Assessment tasks are carefully designed to:

- Recognise, motivate and encourage deep learning
- Incorporate a clear developmental perspective which recognises and supports students’ growing competence over the course of the program (i.e. assessment tasks set earlier in the course of study are likely to be different in focus from those given later in the course).

Variation in assessment tasks within and across the School is encouraged in order to maintain student interest, to cater for and stimulate different ways of student thinking and learning, to reflect the
different academic and professional demands of different courses as well as to foster student development and progression over the length of a program. Such variations also provide a good model of assessment for teachers and future teachers enrolled in the school's programs.

In the School of Education all potential failure are double-marked as are all suspected plagiarism cases. All staff are also required to undertake small-group standardisation of a representative sample of assignments (Grades HD, D, C, P) with staff teaching in similar areas (e.g. as part of specialisation or course-level activities) at least once each semester before the submission of results. Grade distributions for each class are also closely monitored and evaluated.

**School of Education Grade Descriptors**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>High Distinction</strong> (85% and above)</td>
<td>The assignment is of exceptional quality. It not only reveals an excellent understanding of the question or issue under consideration, but also demonstrates highly informed analytical and evaluative thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates his or her arguments strongly to the findings of this literature. The assignment is also very well-organised and very well-written.</td>
</tr>
<tr>
<td><strong>Distinction</strong> (75-84%)</td>
<td>The assignment is of excellent quality. It demonstrates a very clear understanding of the question or issue under consideration and shows evidence of well-informed analytical thinking. The writer displays a substantial familiarity with the research literature relating to the issues discussed and relates to his or her arguments to the findings of the literature. The assignment is well-organised and well-written.</td>
</tr>
<tr>
<td><strong>Credit</strong> (65-74%)</td>
<td>The assignment is of good quality. It demonstrates a clear understanding of the question or issue under consideration and shows some evidence of analytical thinking. The writer displays some familiarity with that research literature relating to the issues discussed and relates his or her arguments to the findings of this literature. The assignment is moderately well organised and moderately well-written.</td>
</tr>
<tr>
<td><strong>Pass</strong> (50-64%)</td>
<td>The assignment is of adequate quality. It demonstrates a clear understanding of the question or issue under consideration. The writer displays a familiarity with some of the research literature relating to the issues discussed. The assignment is moderately well-organised and the arguments can be clearly understood.</td>
</tr>
<tr>
<td><strong>Fail</strong> (less than 50%)</td>
<td>The assignment is not adequate in quality or content. The writer fails to demonstrate a clear understanding of the question or issue under consideration. Little or no mention is made of the research literature relating to the issues presented. The assignment is poorly structure and meaning is at time unclear</td>
</tr>
</tbody>
</table>

For more information regarding the UNSW assessment policy please visit: https://my.unsw.edu.au/student/academiclife/assessment/AssessmentatUNSW.html

### 15. OTHER INFORMATION

**University Counselling Service**

The Counselling Service offers free and confidential counselling to students of the University. The Service provides assessment and short-term counselling for students. Students use the Counselling
Service for a wide variety of reasons, ranging from issues relating specifically to their studies through to more personal concerns or difficulties.

When students start at University, they may encounter a variety of issues which can cause them concern: academic or administrative problems, study difficulties, transition from school, work or home to University. In addition, students may have personal difficulties such as relationship or family problems, anxiety, depression, or stress. Sometimes students are unsure whether a counsellor is the most appropriate person to seek about their situation. In this instance, it is often worth making an appointment talking to a counsellor as they usually find the most appropriate source of help.

Location: Second Floor, East Wing, Quadrangle Building
Hours: Monday-Friday 9am-5pm
Telephone: 9385 5418
Website: https://www.counselling.unsw.edu.au

**Equity and Diversity**

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Convenor prior to, or at the commencement of their course.

Students are also encouraged to contact the Equity Officer (Disability) in the Equity and Diversity Unit. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Location: Ground Floor, Goodsell Building
Hours: Monday-Friday 10am-4pm
Telephone: 9385 4734
Website: https://www.studentequity.unsw.edu.au

**Student Support and Grievance Procedures**

The UNSW Learning Centre provides academic skills support to all students enrolled at UNSW: http://www.lc.unsw.edu.au

UNSW offers a number of support and development services for students: https://student.unsw.edu.au/additional-support.

There is a range of wellbeing, safety and equity initiatives you can access at UNSW: https://student.unsw.edu.au/wellbeing

If you have issues related to, or concerns about, academic decisions or any aspect of Learning & Teaching in the School of Education, you are welcome to contact the Deputy Head of School (Learning & Teaching), Dr Terry Cumming (t.cumming@unsw.edu.au)

If you have a grievance related to a person or administrative process, you should contact the School Complaints Officer, Catherine Courtney (c.courtney@unsw.edu.au)

You can also contact the Student Conduct and Appeals Office (studentcomplaints@unsw.edu.au) or the Student Association (Arc@UNSW) (advice@arc.edu.au)

For more information with regard making a complaint (https://student.unsw.edu.au/complaints)