



EDST3020

Practice of Teaching: Outdoor Learning Environments

Session 1, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Unit Convenor

Natalie Brand

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Contact via Contact via iLearn Dialogue

348/29 WW

By appointment

Professional Experience Coordinator

Katie Wright

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Contact via Contact via iLearn Dialogue

By appointment

Credit points

10

Prerequisites

(EDST2000 or EDST200 or EDST2010 or EDST201 or ECHP2220 or ECHP222) and (ECHE220 or ECHE2200)

Corequisites

Co-badged status

Unit description

This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. Students in this unit will explore and examine theories of learning and develop a critical understanding of (i) observing, recording and planning for diverse learners, (ii) the outdoors as a learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Students will continue to develop their teaching skills and complete 20 days of Professional Experience in an early childhood setting

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

ULO1: Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.

ULO2: Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.

ULO3: Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.

ULO4: Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.

ULO5: Engage in active, careful and critical reflective practice.

ULO6: Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

ULO7: Observe, plan and document children's learning.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic. · Please format assessments using 12-point font and 1.5 spacing. · All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit. · Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked. · All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor. · Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

University Policy on Grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy.

For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory.

Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt **all** assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit <https://ask.mq.edu.au>

Assessment Tasks

Name	Weighting	Hurdle	Due
Teaching in Practice	60%	No	23:55 28/03/2024
Professional Experience Placement	0%	Yes	23:55 06/06/2024
Planning for Diversity	40%	No	23:55 06/06/2024

Teaching in Practice

Assessment Type ¹: Field work task

Indicative Time on Task ²: 12 hours

Due: **23:55 28/03/2024**

Weighting: **60%**

Students submit material from their Professional Experience (PEX) folder. These are reflective tasks that are completed during PEX placement (1500 words)

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Examine the outdoors as a learning space and develop strategies for embedding

sustainability in the prior to school setting.

- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Professional Experience Placement

Assessment Type ¹: Field work task

Indicative Time on Task ²: 5 hours

Due: **23:55 06/06/2024**

Weighting: **0%**

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

20 day placement in early childhood setting

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- Observe, plan and document children's learning.

Planning for Diversity

Assessment Type ¹: Field work task

Indicative Time on Task ²: 10 hours

Due: **23:55 06/06/2024**

Weighting: **40%**

Analysis of aspects of diversity and difference in a classroom scenario that will form the basis for

teaching decisions (1500 words)

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

- This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit. Weekly access to iLearn is compulsory for all students.
- Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies. Various activities and materials for discussion and critical reflection are included.
- Electronic links and suggested references will be included in the Resources section.
- Please check the iLearn unit regularly.
- Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.
- PowerPoint slides for lectures and tutorials are available in iLearn in advance.
- In the tutorial, students will discuss issues and questions arising from the lectures and

prescribed readings. Students are expected to base their arguments and discussions on evidence from published research and other relevant material.

- In the Professional Experience weeks students will attend the centre on the same shift as their Supervising Teacher (for a total of 20 days) and complete relevant documentation to contribute to their Professional Experience E-Folio.
- The weekly program for the course with the accompanying readings is available on the unit iLearn site.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>.

You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

Assistance is available from:

- IT Helpdesk Ph: 9850 4357 or 1800 67 4357
- Log a request: help.mq.edu.au.
- On Campus: Ground floor at 18 Wally's Walk

Unit Schedule

Assessment 1 - 28 March 2024 (23:55)

Assessment 2 - 6 June 2024 (23:55)

20-day Placement: 4 weeks block - 6 - 31 May 2024

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

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

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

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

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance

See the university timetable for information about when classes begin in this unit here <https://students.mq.edu.au/study/enrolling/create-timetable>

Activities completed during weekly tutorials are essential for building the core knowledge and skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements. Students are required to attend the tutorial in which they are enrolled.

Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Passing a Professional Experience Unit

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

Professional Experience Unit Placement Expectations

Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->

Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block. • Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.

Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.

If a Student is identified as being in need of additional support for Professional Practice and/or Bookwork, the School of Education's 'Additional Support' procedure will be activated.

Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

The timing of placements can vary. For placements early in the Session, Fail grades may be

approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to Practice Requirements

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

5Rs Framework

The 5Rs Framework (Resilience, Reflexive, Responsive, Ready to Learn, Research Engaged) developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

Resilient

Teachers need to manage uncertain and complex issues and unexpected events when they arise in their career. We know teaching is challenging and demanding, however, it has been observed that teachers who thrive are able to draw on their personal resources and the social and structural supports around them.

This unit provides opportunities for students to consolidate knowledge on guiding children's behaviour and honing strategies for guiding children's behaviour, including transitions, as well as developing a range of strategies to support children's learning in the outdoors. During tutorials and whilst on placement, students will discuss and practice these skills. During class and on placement students will build on their skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Reflexive

Teaching is about understanding multiple and changing ecologies of learning: individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculum, research evidence, school culture, parental expectations, community demographics and needs, expectations of the profession, and government policy. Teachers must recognise and mediate these elements in their career, along with their own motivations and priorities, to make effective and impactful decisions that ensure quality student outcomes every day.

This unit engages students in examining theories of diverse learners and developing strategies for differentiating planning for diverse needs. Students will become more familiar with the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF

and NQS. This unit also examines the outdoors as a learning space and develops strategies for embedding sustainability in the prior to school setting. Students will plan, observe, document and analyse children's learning and provide implications for future learning. During placement, students will engage deeply in critical reflective practice.

Responsive

Teaching is a relational profession: great teachers make deep connections with students, parents and communities. Most of us remember a great teacher we had at school: not because of the content they taught, but because they were inspiring; because of the connection they made with us, their interest in us as an individual, their care for our wellbeing and success.

This unit encourages students to collaborate with their peers during tutorials. During placement, students will develop connections with children, families and educators.

Ready to learn

When teachers graduate from university they are not at the end of their learning journey, but at the beginning. Ongoing pursuit of learning is a mark of a quality teaching profession. There are always new challenges to deal with and new ideas to try. However, in practice, learning needs are not a one size fits all affair. Teachers need to identify their own learning needs for their context and they can pursue that learning to achieve great outcomes for all students.

This unit challenges students in tutorials and assessments to step outside their comfort zone and embrace new learning and develop their confidence and skills in understanding and planning for diverse learners, implementing and reflecting on behaviour guidance strategies; and observing, planning, implementing and reflecting on lessons.

Research Engaged

Effective teachers base their practice on evidence. This evidence can come from their own research in the classroom and from the latest academic research in specialised areas of learning, teaching, motivation, cognition, curriculum, technologies and spaces to name a few. Understanding data is important so that it can be analysed and woven back into practice.

This unit requires students to engage with relevant, recent, and quality research literature through their assessment tasks, lectures, and prescribed readings. As a practical unit, students will apply evidence to their teaching whilst on placements and in their assessments.

Unit information based on version 2024.02 of the [Handbook](#)