



ECHP424

Professional Experience 7

S2 External 2015

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor Academic

Sandra Cheeseman

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Contact via 9850 9835

X5B 366

Convenor Professional Experience

Katey De Gioia

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Contact via 9850 9786

Tutor

Susan Reade

susan.reade@mq.edu.au

Contact via 9850 9842

Credit points

3

Prerequisites

ECHP421 or ECHP422 or (ECHP222 and admission to GDipECTeach) or admission to GDipEarlyChildhood or GCertTeach(8-12)

Corequisites

Co-badged status

Unit description

This final professional experience unit provides students with the opportunity to consolidate both their pedagogical practice and their professional inquiry skills. Students are placed in an early childhood setting relevant to their course requirements. In preparing students for their professional career this professional experience combines both day to day responsibility for a class or group of children along with a practitioner inquiry project based on a self-assessment of their teaching. The aim of the unit is to build the confidence and capacity of students with a focus on curriculum decision making that reflects the needs of the setting and the student's personal philosophy of teaching.

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:

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.
- consolidate your use of diverse communication skills,

General Assessment Information

IEC Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through ask.mq.edu.au under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students **MUST** speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- Emails are not an appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

IEC Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have

used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Academic Honesty Handbook**.

The following guide can be purchased from the Co-op Bookshop. This is a required text: *

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

Full details about each assessment task is available on the Unit Website

There are five aspects of assessment in this unit. Each aspect has a minimum requirement that must be met. To achieve a passing grade in this unit, students must:

- complete and submit all assignments,
- attend and contribute to tutorials and on campus sessions,
- achieve an overall result of 50% or higher for the unit,
- achieve a passing grade in Assignment 3 - Professional Experience in order to receive a passing grade for the unit,
- demonstrate appropriate English language academic literacy in order to meet unit requirements.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Assessment Tasks

Name	Weighting	Due
<u>Reflection and Philosophy</u>	35%	Friday 21st August
<u>Professional Experience Viva 1</u>	15%	Week 3 & 4 and OCD 1
<u>Professional Experience</u>	0%	Week 5-7 + 3 Obs days
<u>Professional Experience Viva 2</u>	15%	Week 9 & 10 & OCD 2
<u>Practitioner Inquiry Project</u>	35%	Friday 2nd November

Reflection and Philosophy

Due: **Friday 21st August**

Weighting: **35%**

Part A: Reflection

1000-1500 words

In this assignment you will focus on your progress towards the IEC translation of the Macquarie University Graduate Capabilities (Grad Caps).

You will reflect on your movement as a student teacher through your program of study and provide evidence of your growth as a professional in the Graduate Capabilities.

Part B: Teaching Philosophy

500 words MAXIMUM

Produce a succinct statement of your teaching philosophy that might appear at the front of your Professional Portfolio.

On successful completion you will be able to:

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

- consolidate your use of diverse communication skills,

Professional Experience Viva 1

Due: **Week 3 & 4 and OCD 1**

Weighting: **15%**

Prior to commencing your Professional Experience, each student will present a five minute Viva at the Tutorial in weeks 3 or 4 (for internal students) or at the On Campus Day 1 (for external students). A Viva is a showcase of thinking and progress to date.

On successful completion you will be able to:

- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- consolidate your use of diverse communication skills,

Professional Experience

Due: **Week 5-7 + 3 Obs days**

Weighting: **0%**

3 Orientation Days and 15 days of Professional Experience. Evaluation requirements are detailed in the ECHP 424 Professional Experience Documents.

YOU MUST BRING YOUR PE FOLDER (WORK IN PROGRESS) TO THE WEEK 4 TUTORIAL OR THE FIRST ON-CAMPUS DAY. YOU WILL NOT BE ABLE TO START PE UNLESS YOUR FOLDER HAS BEEN PASSED BY UNIT STAFF.

On successful completion you will be able to:

- enhance your knowledge and skills for your future career.
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.
- consolidate your use of diverse communication skills,

Professional Experience Viva 2

Due: **Week 9 & 10 & OCD 2**

Weighting: **15%**

Following your Professional Experience, each student will present a five minute Viva at the Tutorials or On-Campus session following PE.

On successful completion you will be able to:

- use practitioner inquiry as a strategy for improving your teaching and learning,
- consolidate your use of diverse communication skills,

Practitioner Inquiry Project

Due: **Friday 2nd November**

Weighting: **35%**

This assignment provides an opportunity for you to engage in the process of Teacher Research or Practitioner Inquiry whilst you are undertaking your Professional Experience. In this instance the project you choose will be based on a professional challenge for you as a teacher.

On successful completion you will be able to:

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- consolidate your use of diverse communication skills,

Delivery and Resources

ECHP 424 is a three (3) credit point unit. You should therefore expect to allocate about 9 hours a week over 15 weeks in your study for this unit.

IEC Professional Experience Unit Academic Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal Students: Attend at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
 - External Students: Attend all session of each on-campus day – punctuality is expected. Please note that non-attendance will lead to exclusion from the unit. Students who are unable to attend due to illness or other unavoidable disruption will be supported in their application to withdraw without academic penalty.
- Students are required to contribute to all online and tutorial tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials/on-campus

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/on-campus
- All assessment tasks must be submitted
- Feedback from Advisers and/or Cooperating Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet all expectations for this unit, students must:**
- attain an overall minimum of a Pass grade for the written submission components, **AND**
- attain a 'Satisfactory' grade for their Professional Experience Evaluation Report

IEC Professional Experience Unit Placement Expectations

- Students are required to complete 18 days of Professional Experience at an early childhood centre for children aged birth-5 or a school
- To be eligible to commence the block placement component of this unit, students
 - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
 - Must meet the attendance requirements for the unit
 - Students must be able to present evidence of completion of the following prior to semester census date in order to receive a placement for Professional Experience:
 - A Working with Children Check or State/ Territory equivalent
 - Anaphylaxis training (practical and on line training)
 - Child Protection online training
- Students are expected to negotiate with the cooperating teacher to complete three (3) observation days at times which do not impact on attendance at tutorials for this or other units.
- Feedback from Advisers and/or Cooperating Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet the Professional Experience expectations of this unit, students must:**
 - attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
 - attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report.

Confidentiality

- Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to ie.c@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Communicating with Unit Staff

There are two coordinators for this Professional Experience Unit. Please contact us either via the dialogue function on ilearn or by phone:

- Sandra Cheeseman (9850 9835) for matters relating to academic expectations, assignments or attendance at tutorials or on-campus.
- Katey De Gioia (9850 9786) for matters relating to prac placements, attendance at prac or any concerns you may have whilst on prac.

During semester time, staff may contact students using either:

- *Dialogue* function on iLearn
- Official *MQ Student Email Address*

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

Compulsory On-Campus Days for External Students - Saturday 22nd August and Friday 25th September

Weeks 1-4:

There will be four live lectures that are common to all students enrolled in ECHP424 to support your preparation for Professional Experience and your assignments in this unit. These will be in weeks 1-4. Grad Dip students will be provided with four recorded lectures providing content focussing on your PE requirements for planning and documenting children's learning in prior to school settings. The lectures are available in the echo tab on the ilearn page. Students should listen to these lectures prior to coming to the first on-campus day.

During these first weeks all students should complete their three orientation days (usually one day a week works very well). You may complete the orientation days at a time negotiated between yourself and your cooperating teacher. Please note you need to start these orientation days as early as possible and try to undertake some planned teaching experiences during the

third orientation day. During the first four weeks of semester, you also need to develop your knowledge of the age group of children that you will be working with, undertake required reading to support your project work, complete Assignment 1 and collect resources and materials to use during student teaching.

Weeks 5-7

During the Professional Experience placement, you will work towards 400-level expectations outlined in the evaluation document relevant to your program. As your work continues, it will be appropriate for you to take more responsibility for working with children. You may begin taking responsibility for whole days as soon as you are ready. You are required to take responsibility for at least ten full days.

University break

This is an opportunity to complete assignments and consolidate your reading.

Weeks 8-15

The final lectures in this unit focus on key issues for graduate teachers in seeking employment and beginning your profession. We have engaged a number of guest speakers, all currently working as teachers, to share with you their perspectives on some of the big issues for new graduate teachers. There are tutorials scheduled for internal students in weeks 8-11. The second on-campus day for External students is on Friday 25th September. The remainder of the semester has been set aside for independent study and work on your final assignment.

IMPORTANT FOR STUDENTS UNDERTAKING PROFESSIONAL EXPERIENCE IN A SCHOOL SETTING

Prior to commencing any school based Professional Experience placements students are required to complete two online training sessions.

- Child protection training: <https://www.det.nsw.edu.au/proflearn/cpat/cpat.html>
- Anaphylaxis training: <http://etraining.allergy.org.au/mod/resource/view.php?id=97>

Failure to complete these online training modules by the specified time will result in the student not being able to complete the Professional Experience block placement in a school setting. Please see the announcement on the Unit Website in relation to this requirement.

ECHP 424 is worth three credit points. Therefore, you are expected to allocate about 9 hours a week over 15 weeks in your study for this unit.

The following required readings relate to the first weeks of semester. Students are expected to source their own literature to support their work on assignments and support their Professional Experience.

Week 1:

Hill, L.T., Stremmel, A.J. & Fu, V.R. (2005). *Teaching as inquiry. Rethinking curriculum in early childhood education*. Boston,MA: Pearson.

Review of academic programs, White Paper 17, October 2008. Available from http://staff.mq.edu.au/teaching/curriculum_development/graduate_capabilities/

Week 2:

All to read: Cook, P. F and Young, J.R. (2004). Face-to-face with children. *Curriculum Studies*, 36 (3) 341-360.

Chose one or more of the readings listed below and available on the ilearn readings tab for week 2.

Ebbeck, M, Chan, Y.Y.Y. & Yim. H.Y.B. (2011). Encouraging a culture of research in practicing teachers in Singapore. *Early Childhood Education Journal* 39, 355-364.

Furtado, L. & Anderson,D. (2012). The reflective teacher leader: An action research model. *Journal of School Leadership*, 22, 531-567.

Newman, L. & Mowbray, S. (2012). 'We were expected to be equal': teachers and academics sharing professional learning through practitioner inquiry. *Teachers and Teaching: Theory and Practice*, 18 (4), 455-468.

Poekert, P. (2010). The pedagogy of facilitation: teacher inquiry as professional development in a Florida elementary school. *Professional development in Education*.37(1), 19-38.

Towers, J. (2012). Administrative supports and curricula challenges: New teachers enacting and sustaining inquiry in schools. *Canadian Journal of Education*, 35 (1), 259-278.

Weeks 3 - 12:

Please see the reading list provided on the ilearn page

Unit Schedule

	Lecture Content	Tutorials for Internals	Required reading or tasks for Tutorial / OCS
Week 1 July 27	<p>Introduction to the Unit and Expectations for Prac</p> <p>Katey De Gioia</p> <p>Additional Lectures available for Grad Dips in Echo</p> <ul style="list-style-type: none"> • Planning for children's learning 0-3 • Planning for children's learning 3-5's • Assessing children's learning • Partnerships with families 	Yes	<p>Unit Outline</p> <p>Hill, Stremmel and Fu (2005) - ilearn</p> <p>MQ Review White Paper - ilearn</p>
Week 2 Aug 3	<p>Images of Early Childhood Teachers - Reflection and Philosophy</p> <p>Sandra Cheeseman</p>	Yes	<p>Cook and Young (2004) ALL TO READ ilearn and</p> <p>Choose one from the readings in the options in the Week 2 Label on iLearn</p>
Week 3 Aug 10	<p>Practitioner Inquiry as a strategy for professional practice</p> <p>Sandra Cheeseman</p>	Yes Viva 1	<p>Begin finding literature related to your PI.</p> <p>Prepare your Viva</p> <p>½; group present Viva (Internals)</p>
Week 4 Aug 17	<p>Undertaking and presenting a practitioner inquiry project.</p> <p>Sandra Cheeseman</p> <p>On Campus Session 1 Saturday 22nd August</p>	Yes Viva 1	<p>Begin finding literature related to your PI</p> <p>½; group presents Viva (internals)</p> <p>Bring your PE Folder to class or on-campus session</p> <p>Externals present Viva at OCS</p>
Week 5 Aug 24	Professional Experience	No	Continue reading to support your Practitioner Inquiry Project
Week 6 Aug 31	Professional Experience	No	Continue reading to support your Practitioner Inquiry Project
Week 7 Sept 7	Professional Experience	No	Continue reading to support your Practitioner Inquiry Project
Recess Sep 14			Prepare Viva and Ass 5

Recess Sept 21	On Campus Session 2 Friday 25th September		Externals Present Viva 2
Week 8 Sept 28	Lecture - Guest Speaker	Yes Prac Debrief	<ul style="list-style-type: none"> • Mahmood(2013)Reality Shock ilearn • Dobson (2010)Top Tips for beginning teachers ilearn
Week 9 Oct 5	Lecture - Guest Speaker	Yes Viva 2	1/2 group present Viva
Week 10 Oct 12	Lecture - Guest Speaker	Yes Viva 2	1/2 group present Viva
Week 11 Oct 19	Lecture - Guest Speaker	Yes	
Week 12 Oct 26	Lecture - Guest Speaker	No	Complete Ass 5
Week 13 Nov 2	No Lecture	No	Complete Ass 5
Exams	No Exam		

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

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 ask.mq.edu.au.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be

imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- use practitioner inquiry as a strategy for improving your teaching and learning,
- consolidate your use of diverse communication skills,

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- consolidate your use of diverse communication skills,

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- consolidate your use of diverse communication skills,

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- enhance your knowledge and skills for your future career.
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- identify personal strengths in performance and learning,

Assessment tasks

- Reflection and Philosophy
- Professional Experience Viva 1
- Professional Experience
- Practitioner Inquiry Project

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,

Assessment tasks

- Reflection and Philosophy
- Professional Experience
- Practitioner Inquiry Project