



ECHP323

Professional Experience 3

S1 External 2015

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

Academic Coordinator

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Professional Experience Coordinator

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Credit points

3

Prerequisites

ECH231 and ECHP222 and admission to BEd(ECE)(Birth-12)

Corequisites

ECH335

Co-badged status

Unit description

This unit provides students with their first professional experience placement in the school setting. It enables students to gain an understanding of the school curriculum and their role as a teacher in observing and planning in this setting from an early childhood perspective. The unit identifies the importance of transitions between primary schools, early childhood settings and secondary schools. Students explore appropriate ways to guide children's behaviour in the school setting and to explore their philosophy of learning and 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:

Identify the role of the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.

Identify the importance of links and transition processes between schools and prior to school services.

Identify effective strategies for guiding children's behaviour and demonstrate this in the school setting.

Show knowledge of the range of policies pertaining to specific employer groups in school settings

Observe and assess children in context.

Plan for children in the school setting using outcomes and indicators from the KLAs.

Demonstrate their role as a reflective practitioner.

Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

Demonstrate a professional standard of English expression in written and oral work throughout the unit.

General Assessment Information

General information

Students need to receive a satisfactory grade at the completion of the Professional Experience placement and achieve a grade of 50% or more in order to be eligible to pass this unit.

Detailed information for each individual assessment can be found on the iLearn site under *Assessment*.

Students are also expected to read beyond these set readings and research information for assignments from a variety of appropriate academic sources. Please ensure that you choose material relevant to what is required of you. It is not usually appropriate to use early childhood texts (prior unit text books) as references in this course and students may be marked down in assessments for inappropriate use.

Assessment submission

In ECHP323 Assessment Tasks 1, 2 and 3a must be submitted through TURNITIN. These will

be marked online, with submission of work through the online system TURNITIN only.

Links to TURNITIN are available through the unit's iLearn site and will be open 1 week before the assignment is due. After the due date these links will close (late assignments will need to be submitted via the unit coordinator) so that the work can be marked. Assignment feedback will then be given through this site.

Notes about TURNITIN:

When writing assessments it is essential that students acknowledge the source of information correctly and do not breach plagiarism. TURNITIN is an electronic resource which detects material that has been copied from another source. Information about the importance of referencing and how to reference correctly can be found in the IEC referencing guide on the iLearn site.

Submit your assignment as a word or PDF file. Please **do not include the assignment questions or a cover sheet**. Including these parts will give a false report, as the technology uses comparison to check for plagiarism.

If there are concerns about plagiarism, you will be contacted by the unit coordinator via your student email. If you are unsure about what plagiarism is, please visit the link to the University's Academic Honesty policy listed in your Unit Outline or seek assistance through the Macquarie University Study Skills Department.

Further assistance with submitting assignments to TURNITIN can be found at <http://www.turnitin.com/static/community/index.php>

Please note that TURNITIN reports on originality will NOT be provided in this unit.

When preparing your assignments, it is essential that you note the following:

- All assessments are to be submitted with a 3cm right hand margin and double spacing to allow for comments (unless stated otherwise).
- All assessments must meet standards of literacy and presentation appropriate for study at a university level. IEC referencing procedures must be followed. Please refer to the IEC Referencing Guidelines which can be found on the home page of iLearn for this unit.
- Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details).
- No assignment will be accepted after the date that the assignment has been returned to other students.
- All failing assignments will be moderated by a second marker when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be moderated.
- Students cannot resubmit assessments. There is no opportunity in this unit to complete additional work.

Referencing:

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 Referencing Guide** on iLearn. All students will need to download this guide and use it as they prepare their assignment.

Highly recommended text

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

Submission of Assignments:

Assignments must be submitted by 5pm on the due date. The same due date applies to students enrolled both internally and externally in the unit.

Late Assignments:

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment 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 for an extension to the assignment due date. Reasons for the extension need to be documented through the Disruption to Study Policy (see hyperlink located in section titled *Policies and Procedures* of this unit outline). Supporting documentation will be required.

Note that:

- Students **MUST** speak with the unit coordinator prior to submitting requests through Ask.MQ.
- Extensions will only be granted to students via Ask.MQ
- 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 malfunctions, 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 not usually granted on the due date.

Grades

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.

HD *High Distinction 85-100%*

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 75-84%*

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 65-74%*

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 50-64%*

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 0-49%*

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.

Assessment Tasks

Name	Weighting	Due
<u>Transition to school</u>	20%	Week 3, 11/3/15
<u>Guiding children's behaviour</u>	40%	Week 8, 29/4/15
<u>Professional Experience</u>	40%	Week 13, 1/6/2015

Transition to school

Due: **Week 3, 11/3/15**

Weighting: **20%**

This assessment will enable students to develop an understanding of transition to school processes and strategies.

On successful completion you will be able to:

- Identify the importance of links and transition processes between schools and prior to school services.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Guiding children's behaviour

Due: **Week 8, 29/4/15**

Weighting: **40%**

The purpose of this assessment is to articulate appropriate strategies to guide children's behaviour and the theories which underpin these strategies.

On successful completion you will be able to:

- Identify effective strategies for guiding children's behaviour and demonstrate this in the school setting.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Professional Experience

Due: **Week 13, 1/6/2015**

Weighting: **40%**

This assessment has two components:

Part A Recording children's learning

This assessment develops student's understanding of the importance of the AITSL Graduate Teacher Standards in relation to their role in recording children's learning.

Extensions will not be granted for this assessment unless students are absent from placement for 5 or more days.

Part B Professional Experience Evaluation document

This document is graded as satisfactory or unsatisfactory and determines the outcome of the placement and therefore the unit.

On successful completion you will be able to:

- Identify the role of the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify effective strategies for guiding children's behaviour and demonstrate this in the school setting.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the KLAs.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Delivery and Resources

It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Coordinator.

This unit will introduce the student teacher to the school curriculum and the importance of the relationships across schools and early childhood settings. This unit will also provide opportunities

to explore appropriate ways to guide children's behaviour and to refine and articulate a philosophy of professional practice.

Like all Reflective Practice units, this unit incorporates theory and practice by combining university-based study with professional experience in a school setting (K-6). It reflects an understanding that teaching is a complex undertaking, not a simple, straightforward series of skills to be learnt by copying another teacher. The unit is based on a belief that student teachers develop professionally through opportunities to make decisions and to act upon these decisions. The student teacher's decision making will be informed by thoughtful analysis of relevant factors, careful consideration of possible outcomes and implications of actions, and on-going reflection about personal practice.

This unit does not directly teach curriculum content (<http://www.boardofstudies.nsw.edu.au/k-6/>). Students are expected to use new syllabuses (<http://syllabus.bos.nsw.edu.au>) for KLAs in line with their school placement.

It is expected that students have a working knowledge of KLAs for Kindergarten to Year 6 from completion of prior units and from personal study.

Classes

The timetable for classes can be found on the University web site at:

<https://timetables.mq.edu.au/2015/>

- 1 hour lectures will be held Wednesday mornings from 11am –12 noon in E7B T4.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Wednesday 12-2pm (two groups); Fridays 9am-11am and 11am-1pm.
- Those students enrolled in the Wednesday tutorials which follow the lecture are expected to attend the lecture. This is when the roll will be taken. It is expected that students attending the other tutorials will either attend the lecture or listen on line prior to coming to class. For external students it is expected that students listen weekly online.
- Students are not able to swap between tutorials throughout the semester. Tutorial groups are established in the first two weeks of semester and students must remain in this tutorial until the end of semester.
- External students are to attend on campus day, Saturday 11th April from 9.00am – 4.30pm.
- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal students must attend at least 80% of all tutorials
 - External students must attend all of the compulsory on-campus session on Saturday 11th September.

Unit Schedule

Week beginning	Topic/ Lecturer	Readings
Week 1 Feb 23	Setting the context (K. De Gioia) <ul style="list-style-type: none"> • Role of NSW Board of Studies in Curriculum • Policies and legislation which impact on teachers • Professional Standards Framework • Support documents, resources, personnel and referral agencies which interact with schools • Australian Curriculum, Assessment and Reporting Authority (ACARA) 	Familiarise yourself with the following websites. <i>NSW Syllabus for the Australian Curriculum</i> http://syllabus.bos.nsw.edu.au/ <i>Australian Institute for Teaching and School Leadership</i> http://www.aitsl.edu.au/ Groundwater-Smith et al (2011), Chapter 1
Week 2 March 2	Linking early childhood services and schools (K. De Gioia) <ul style="list-style-type: none"> • The NSW context • Professional dialogue 	Reading 1: Murray (2014) Reading 2: Early Childhood Australia, & Australian Curriculum Assessment and Reporting Authority (2013)
Week 3 March 9	Guiding children's behaviour (K. De Gioia) <ul style="list-style-type: none"> • Theories of discipline, links to practice • Personal beliefs about children and behaviour • Gaining rapport • Safety in school • Key policies, documents, resources, personnel and referral agencies <p>ASSESSMENT 1 DUE</p>	Groundwater-Smith et al (2015), Chapter 4 Lyons, Ford & Slee (2014) Chapter 1
Week 4 March 16	Guiding behavior and engaging (K. De Gioia) <ul style="list-style-type: none"> • Positive student behaviour and promotion of positive relationships within the classroom • Intervention to manage disruptive student behaviour • Students with special needs within the school setting including strategies to facilitate success • Discipline/ crisis/ emergency response for disruptive student behaviour • Working in partnership with others: parents/ counsellors/ other teachers 	Reading 3: Thompson & Carpenter (2014) Lyons, Ford & Arthur-Kelly (2011) Chapter 3 & 7

<p>Week 5 March 23</p>	<p>Guiding behavior and engaging students</p> <ul style="list-style-type: none"> Strategies from the field 	<p>Reading 4: Porter (2007)</p> <p>Groundwater-Smith et al (2015), Chapter 2</p>
<p>Week 6 March 30</p>	<p>Planning in the school setting (K. Highfield)</p> <ul style="list-style-type: none"> Making observations K-6 and linking to BOSTES syllabus documents Linking to the Outcomes and Indicators Teaching and learning strategies Learning goals in lesson preparation Tools for planning <p>ONLINE TUTES ONLY</p>	<p>Reading 5: Killen (2013)</p> <p>Groundwater-Smith et al (2015), Chapter 8</p> <p>Lyons, Ford & Slee (2014) Chapter 4</p>
<p>External on campus Saturday 11th April</p> <p>Recess: 6th April – 17th April</p>		
<p>Week 7 April 20</p>	<p>Planning in the school setting (K. Highfield)</p> <ul style="list-style-type: none"> Lesson development and sequencing, catering for individual needs within a group Teaching and learning strategies for meeting the needs of diverse learners (Indigenous, EAL/D, special education, GAT) Integrated units of work 	<p>Groundwater-Smith et al (2015), Chapter 9</p> <p>Lyons, Ford & Slee (2014) Chapter 5</p>
<p>Week 8 April 27</p>	<p>Assessing student learning (K. Highfield)</p> <ul style="list-style-type: none"> Assessment types Assessing student learning Providing feedback – oral and written, work samples with focus on literacy needs Links between outcomes and assessment strategies Reporting Strategies for record keeping Assessment to inform future planning <p>ASSESSMENT 2 DUE</p>	<p>Reading 6: Brady & Kennedy (2012)</p> <p>Groundwater-Smith et al (2015), Chapter 10 & 11</p>

Week 9	Philosophy: Working with others (K. De Gioia)	Reading 7: Blaise & Nuttall (2011)
May 4	<ul style="list-style-type: none"> · Strategies to assist with developing learning partnerships with families – including Aboriginal families, families from non-English Speaking backgrounds, families with children with additional needs and behavioural needs · Assumptions underpinning one's teaching practice · Strategies to assist with home/ community connections and literacy practices with families · Creating partnerships and an interagency approach 	Reading 8: De Gioia (2013) Groundwater-Smith et al (2015), Chapter 12
Week 10	Professional Experience block placement: 11th May – 30th May	
Week 11		
Week 12		
Week 13	Philosophy: Moving forward (K. De Gioia)	Groundwater-Smith et al (2015), Chapter 13
June 1	<ul style="list-style-type: none"> • Changing practices, challenging philosophy • Keeping abreast of current research <p>ASSESSMENT 3 DUE</p>	Lyons, Ford & Slee (2014) Chapter 6

Learning and Teaching Activities

Unit Expectations

Expectations for: Internal students: come to tutorials prepared having read the weekly readings and listened to the lecture. External students: complete weekly tasks available on line. Come to on campus prepared; having read the weekly readings and listened to the lectures. All students: - read widely and give thoughtful consideration to the ideas encountered - participate fully in tutorials discussions and activities - submit all assessments - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements - submit the Professional Experience Evaluation form on completion of placement.

Professional Experience

Students will be expected to complete three weeks of Professional Experience from Monday 11th May – Friday 29th May 2015. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

External Students

External students are strongly advised to make use of the support services available. These include: Students are to download the lecture from the iLearn website (via Echo). Students need to set aside time weekly to work through the tasks on iLearn and listen to the lecture. It is important to also read as widely as possible. Weekly tasks: External students will be expected to

access and complete tutorial tasks listed under Learning Modules via the iLearn website.

Compulsory on-campus session: The compulsory on-campus session is scheduled for Saturday 11th April from 9.00am – 4.30pm. Students will have the opportunity to discuss the unit content and weekly tasks provided on iLearn. Students will also have the opportunity to discuss issues associated with Professional Experience.

Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection)

Further information with regards to requirements for placement can be found in the 2015 Professional Experience Handbook located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: <https://www.det.nsw.edu.au/proflearn/cpat/cpat.html> (online training only) • Anaphylaxis training: <http://etraining.allergy.org.au/mod/resource/view.php?id=97> (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

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](#).

Additional documentation for Professional Experience units

The information in this unit outline must be read in conjunction with the 2015 Professional Experience Handbook and the ECHP323 Guidelines for placement. These documents are both available on the iLearn site.

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 outcome

- Plan for children in the school setting using outcomes and indicators from the KLAs.

Assessment tasks

- Transition to school
- Professional Experience

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

- Identify the role of the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify the importance of links and transition processes between schools and prior to school services.
- Identify effective strategies for guiding children's behaviour and demonstrate this in the school setting.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the KLAs.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

Assessment tasks

- Transition to school
- Professional Experience

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 outcome

- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment task

- Professional Experience

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

- Identify the role of the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify the importance of links and transition processes between schools and prior to school services.
- Identify effective strategies for guiding children's behaviour and demonstrate this in the school setting.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the KLAs.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment tasks

- Transition to school
- Guiding children's behaviour
- Professional Experience

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

- Identify the importance of links and transition processes between schools and prior to school services.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the KLAs.
- Demonstrate their role as a reflective practitioner.

Assessment tasks

- Transition to school
- Guiding children's behaviour
- Professional Experience

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

- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the KLAs.

Assessment tasks

- Guiding children's behaviour

- Professional Experience

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

- Identify the importance of links and transition processes between schools and prior to school services.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment tasks

- Transition to school
- Guiding children's behaviour
- Professional Experience

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 outcome

- Identify effective strategies for guiding children's behaviour and demonstrate this in the school setting.

Assessment tasks

- Guiding children's behaviour
- Professional Experience

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:

Assessment task

- Professional Experience