



ECHP324

Professional Experience 4

S2 Day 2016

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

Academic Unit Convenor

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Tutor

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Credit points

3

Prerequisites

ECHP323

Corequisites

Co-badged status

Unit description

This unit builds on previous experiences and extends on teaching skills by providing students with further experiences in K-6 classrooms. It enables pre-service teachers to extend their understanding of approaches to curriculum planning and the documentation of children's learning in the school environment. The unit focuses on essential skills for curriculum decision-making and addressing diversity and cyberbullying issues within the classroom 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:

- demonstrate a professional standard of English expression
- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction for use in the classroom setting
- communicate and develop rapport with students effectively
- develop a unit of work
- critically evaluate personal teaching practice
- confidently implement an anti-bias approach in work with children and their families
- demonstrate an understanding of the role of the reflective practitioner

General Assessment Information

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *IEC Academic Honesty Handbook*
- *Unit Readings, Assessments*
- *IEC Professional Experience Handbook*
- *Professional Experience Guide*

Detailed information for each individual assessment can be found on the ECHP324 iLearn site under *Assessment*.

All assessments must be submitted and Professional Experience completed satisfactorily in order to be considered for a passing grade in this unit.

It is expected that students will select literature appropriate to the primary school context and age of children. Texts from previous Professional Experience units are not to be used in this unit.

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.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing. This option is available in this unit for Assessment 1 only.
- Students are strongly encouraged to upload a draft copy of the first 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 in the first assessment prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.
- Originality Reports will not be available for assessments 2 and 3.

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

- Students are responsible for ensuring that the intended assessment has been submitted through TURNITIN successfully.
- Students are responsible for the content that is submitted for the assessment and will be marked on what has been received.
- Students retain a copy of all assignments before submission, and retain the copy until the final grade for the unit has been received.
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details).
- 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.
- There are changes to requirements for becoming a teacher in the primary school setting. From 2016 students will be required to complete a literacy and numeracy test prior to completing the final placement. Further information can be found: <http://www.nswteacher.s.nsw.edu.au/future-returning-teachers/become-a-teacher/literacy-and-numeracy-tests/>. Students are strongly encouraged to complete this test as soon as possible in their program. In response to this requirement, in this unit students are expected to demonstrate a professional standard of English expression in all assessable work which includes correct spelling, punctuation and grammar. Students who fail to meet this criterion will receive a failing grade overall for the particular assessment. Students who are concerned about their literacy skills are strongly urged to seek support via the library http://www.mq.edu.au/on_campus/library/research/researching_your_assignment/#Study%20and%20Writing%20Skills and also assistance with study and writing skills: http://students.mq.edu.au/support/learning_skills

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 the 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 supporting documentation.
- 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.

Professional Experience Unit Placement Expectations

- Students are required to complete 20 days of Professional Experience at a school on a specified grade.
- 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 participation requirements for the unit.
- Students must be able to present evidence of the following prior to semester census date (26 August 2016). Further information see: <http://www.mq.edu.au/study/postgraduate-study/fees-and-costs/census-dates>) in order to receive a placement for Professional Experience. Students may need to withdraw from this unit if this has not been obtained in time:
 - A Working with Children Check or State/ Territory equivalent
 - Anaphylaxis certificate for training (practical and on line training)
 - Child Protection certificate from online training.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times that do not impact on attendance at tutorials for this or other units. Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener 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.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener 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 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

Withdrawing from this UG Unit

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

Family and Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adhere to the ethical practices of the [Early Childhood Australia Code of Ethics \(2006\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see [Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html) for further information). Please note that submitted records can only be used once for assessment purposes.

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 school. Use only the first name for children, parents and staff. Do not record details that enable identification of the site, and of the adults or children.

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**.

Required text

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

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.

Grades will be awarded at the completion of the unit according to the following criteria.

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>Assessment 1</u>	35%	5pm 20/08/16
<u>Assessment 2</u>	30%	5pm 15/09/2016
<u>Assessment 3a & 3b</u>	35%	5pm 10/11/16

Assessment 1

Due: **5pm 20/08/16**

Weighting: **35%**

Diversity in the classroom: This assessment will give students an understanding of the complexities of teaching in classrooms with children from EAL/D backgrounds.

On successful completion you will be able to:

- demonstrate a professional standard of English expression
- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- communicate and develop rapport with students effectively
- develop a unit of work
- confidently implement an anti-bias approach in work with children and their families

Assessment 2

Due: **5pm 15/09/2016**

Weighting: **30%**

Understanding theory in context. This assessment will enable students to consider key classroom issues and implications for their Professional Experience placement.

On successful completion you will be able to:

- demonstrate a professional standard of English expression
- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction for use in the classroom setting

Assessment 3a & 3b

Due: **5pm 10/11/16**

Weighting: **35%**

3a Considering children's perspectives: This assessment will introduce students to the possibilities of documenting children's learning in the classroom setting that investigates children's thinking and theories about their world in relation to others.

Students will only be able to apply for an extension if they have been absent for 5 or more days from placement and with appropriate documentation. Approved extension days will only be added to the dates after placement not to when the student has negotiated to complete placement.

3b 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:

- demonstrate a professional standard of English expression
- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction for use in the classroom setting
- communicate and develop rapport with students effectively
- develop a unit of work
- critically evaluate personal teaching practice
- confidently implement an anti-bias approach in work with children and their families
- demonstrate an understanding of the role of the reflective practitioner

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 Academic Unit Coordinator.

Students having difficulty at any time throughout the semester for example, with unit content, assessment queries or placement concerns are urged to contact the Academic Unit Coordinator EARLY to discuss issues.

This unit aims to build on previous experiences and extend on teaching skills by providing students with further experiences in K-6 classrooms. ECHP 324 aims to assist students in extending their understanding of approaches to curriculum planning and the documentation of children's learning in the school environment. The unit focuses on essential skills for curriculum decision-making and enables students to develop their knowledge of anti bias issues within the classroom setting.

This unit does not directly teach curriculum content (<http://www.boardofstudies.nsw.edu.au/k-6/>). Students are expected to use 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/2016/>

- 1 hour lectures will be held Friday mornings from 10am –11am in E7B T3.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled on Fridays.
- Those students enrolled in the Friday tutorial which follows the lecture are expected to attend the lecture. It is expected that students attending the later tutorial 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 the compulsory on campus day, Saturday 17 September from 9.00am – 5.00pm.

- 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 17 September. Students will be required to complete tasks which will be marked as S/U. Therefore non attendance will impact on progression throughout the unit.

Teaching and Learning Strategy

Unit expectations

In this unit students are required to:

- come to tutorials prepared having read the weekly readings and listened to the lecture (internal students)
- complete weekly tasks available on line. Come to on campus prepared; having read the weekly readings and listened to the lectures (external 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 17th October - Friday 4th November 2016. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (5) observation days. Attendance is compulsory. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

Support for External Students

External students are strongly advised to make use of the support services available.

- Students are able 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 17th September from 9.00am – 5.00pm. Students will participate in tasks which will be graded as S/U for the unit. 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

Unit Schedule

Week beginning	Topic/ Lecturer
Week 1 1 Aug	Setting the scene (K. De Gioia) <ul style="list-style-type: none"> • Unit expectations and requirements • System and school impacts on curriculum • Collaborating with other professionals • Teacher as decision maker
Week 2 8 Aug	Effective communication (K. De Gioia) <ul style="list-style-type: none"> • Communicating in the classroom setting • Explaining, questioning and listening • Developing rapport and engaging students
Week 3 15 Aug	Honouring diversity, inclusion in action (J. Hill) <ul style="list-style-type: none"> • Setting the scene • Legislation, policies and inclusive practices • Cultural assumptions in own teaching and schooling practices and implications for improving teaching and learning • Philosophy and beliefs of culturally and linguistically diverse school communities and how these may affect teaching practice. <p>ASSESSMENT 1 DUE THURSDAY 18 AUGUST</p>
Week 4 22 Aug	Creating an anti bias environment (K. De Gioia) <ul style="list-style-type: none"> • Assessing cultural and language demands and biases of classroom resources and processes for modification • Planning for effective teaching • Curriculum strategies
Week 5 29 Aug	Planning models, theory and practice. Classroom structure and routines (K. De Gioia) <ul style="list-style-type: none"> • Planning models, theory and practice • Individual learning • Group learning

Week 6 5 Sept	<p>Planning to teach (K. De Gioia)</p> <ul style="list-style-type: none"> • Principles for planning • Employing ICT applications to support specific syllabus outcomes, content and processes • Meeting specific learning needs through inclusive practices (problem solving processes/ application of reasonable adjustment) • Developing a program • Developing an integrated unit of work incorporating the effective use of literacy strategies
Week 7 12 Sept	<p>Working cross cultures (F. Grant)</p> <ul style="list-style-type: none"> • Partnerships with families, communities and support services for Aboriginal students • Communication strategies to develop learning partnerships with Aboriginal families and communities • Issues for Aboriginal students and community members in relation to schooling <p>ASSESSMENT 2 DUE THURSDAY 15TH SEPTEMBER</p>
<p>University Recess</p> <p>Mon 19th September – Fri 30th September</p>	
Week 8 28th Sept	<p>Planning to teach (Guest)</p> <ul style="list-style-type: none"> • Culturally inclusive practices in relation to curriculum, classroom teaching and assessment • Strategies and issues for teaching second language learners in the mainstream classroom
Week 9 10 Oct	<p>Diverse family structures (K. De Gioia)</p> <ul style="list-style-type: none"> • Inclusive societies and communities • Establishing partnerships with parents and the community for the education of students from culturally and linguistically diverse backgrounds • Relevance of home and community literacy practices • Collaborating with parents/caregivers to identify learning outcomes for students
<p>Professional Experience Placement</p> <p>Mon 17TH OCTOBER – Fri 4TH NOVEMBER</p>	
Week 13 7 Nov	<p>Changing beliefs, changing practices (K. De Gioia)</p> <ul style="list-style-type: none"> • Role of reflective practice • Role of teacher in meeting diverse needs of learners • Professional development opportunities and the importance of personal planning to ongoing professional development <p>ASSESSMENT 3 DUE 10TH NOVEMBER</p>

Points for clarification with the unit outline

- Assessment 3 is attached to Professional Experience. Submission is not possible until the placement is completed.

Learning and Teaching Activities

Requirements prior to Professional Experience commencement

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 2016 Professional Experience Handbook. The link to this is 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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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](#).

Further information: Academic Honesty: Understanding Collusion

Short Version

As a good student, you are responsible for ensuring academic integrity practices are followed at all times. Your first step is to read the University's Academic Honesty Policy, and make sure you know what constitutes good practice. Then make sure you know how to reference and cite correctly. There are other practices we need to consider and one of these is the potential for collusion.

Informal study groups are encouraged as a good way to assist your learning, but please remember that all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy.

Do not collude with any other student by selling, giving, lending, explaining or showing all or parts of your independently assessed work/answers/past or current assignments, and do not ask to buy, borrow, see and use all or parts of the work of another student.

Long Version

Academic integrity means you submit only your own work, and make it easy for the reader to work out which parts of your assignment are original and which parts come from named sources.

Collusion needs to be avoided

We value students collaborating together as part of their learning experience. Often students form informal study groups, where they share understanding of unit content, and approaches to the assessments. However, it is important to realize that unless you are doing Group Work for an assignment, all of the work you submit for individual assessment should be completely your own independent work. Students are encouraged to form study groups, but this must not involve collusion to present group work as the work of the individual.

How is an informal or formal study group different from engaging in Group Work?

Working in study groups is different from engaging in assessed Group Work. Working in Groups involves a group of students combining their efforts in different ways to produce an evaluated piece of work.

Please see the Macquarie university information on Group Work available at http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEIQFjAE&url=http%3A%2F%2Fwww.students.mq.edu.au%2Fpublic%2Fdownload.jsp%3Fid%3D55221&ei=plG_U7jIDovHkAWisoDYAg&usg=AFQjCNHNASv9JxEF9vY-q4TcsSuCO2qVog&bvm=bv.70810081,d.dGI

What is collusion?

This is the unauthorised presentation of group work as your own. It may involve

- Working with someone to provide one piece of work
- Allowing others to share your assignment answer or copy your work
- Using the assignment answer or work of another student (past or present) with or without their permission. It is collusion even if only small parts of the assignment are used
- Allowing others to edit and write your work
- Editing or writing the work of another student
- Offering to do work for another student or seeking payment for preparing academic work for someone else

How can you avoid collusion?

- Do not share your findings or answers to an assignment
- Do not use another student's case studies, findings or ideas about an assignment
- Do not ask another student for a copy of their assignment
- Do not share your current or past assignments with another student (whether to "look at the structure" or any other reason).

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://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.

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

- identify the factors that influence curriculum decision making processes
- develop a unit of work
- critically evaluate personal teaching practice

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3a & 3b

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

- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction for use in the classroom

setting

- critically evaluate personal teaching practice
- demonstrate an understanding of the role of the reflective practitioner

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3a & 3b

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

- critically evaluate personal teaching practice
- demonstrate an understanding of the role of the reflective practitioner

Assessment task

- Assessment 3a & 3b

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

- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction for use in the classroom setting
- develop a unit of work

- critically evaluate personal teaching practice
- confidently implement an anti-bias approach in work with children and their families

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3a & 3b

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

- use a variety of approaches in curriculum decision making
- identify and discriminate between different modes of instruction for use in the classroom setting
- critically evaluate personal teaching practice
- confidently implement an anti-bias approach in work with children and their families

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3a & 3b

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

- use a variety of approaches in curriculum decision making
- identify and discriminate between different modes of instruction for use in the classroom setting

- develop a unit of work
- critically evaluate personal teaching practice

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3a & 3b

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

- demonstrate a professional standard of English expression
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction for use in the classroom setting
- communicate and develop rapport with students effectively
- confidently implement an anti-bias approach in work with children and their families
- demonstrate an understanding of the role of the reflective practitioner

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3a & 3b

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

- communicate and develop rapport with students effectively
- confidently implement an anti-bias approach in work with children and their families

Assessment tasks

- Assessment 1
- Assessment 3a & 3b

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

- demonstrate an understanding of the role of the reflective practitioner

Assessment task

- Assessment 3a & 3b