ECHP327

Professional Experience 4

S1 External 2017

Department of Educational Studies

Contents

General Information

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Credit points
3

Prerequisites
ECHP323 or ECHP223

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:

1. Identify and discriminate between different modes of assessment to use in the classroom setting

2. Arrange content into an effective learning and teaching sequence

3. Effectively communicate and develop rapport with students

4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families

5. Critically evaluate personal teaching practices

6. Identify the factors that influence curriculum decision making processess

General Assessment Information

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

- *Academic Honesty Handbook*
- *Unit Readings, Assessments & Study Guide*
- *EC Professional Experience Handbook*
- *Professional Experience Guide*
- *Professional Field Visits Guide*

Department of Educational Studies Electronic Communication

During semester time, staff may contact students using the following ways:

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

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

Department of Educational Studies (EC) Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
  - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
  - External Students: Participate in all on-campus sessions – punctuality is expected.
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending

tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- All assessment tasks must be submitted

Department of Educational Studies (EC) Professional Experience Unit Academic Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
    - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
    - External Students: Participate in all on-campus sessions – punctuality is expected. Please note that non-participation will lead to exclusion from the unit. Students who are unable to participate due to illness or other unavoidable disruption will be supported in their application to withdraw without academic penalty.
- For all PG Professional Experience Units, participation at all workshops is compulsory and punctuality is expected. Consistent lateness will jeopardise a passing grade.
- Students are required to contribute to all online and tutorials/workshops tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials/workshops*
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/workshops
- All assessment tasks must be submitted
- 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 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

Department of Educational Studies (EC) Professional Experience Unit Placement Expectations

- Students are required to complete 20 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 participation 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*
- A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- 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 which 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.
- 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 placement 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 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.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to pg.e

duc_iec@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.

Department of Educational Studies (EC) 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.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au*. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

- Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on receipt of the completed form submitted through ask.mq.edu.au, plus documentation.
- Emails are not 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

Department of Educational Studies (EC) 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 **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.

Detailed information for each individual assessment can be found on the ECHP327 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.

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. 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 iec@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.

Units with Submissions of Family & Children's Records

Family and Children's Records at Department of Educational Studies (EC).

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, adheres to the ethical practices of the Early Childhood Australia Code of Ethics (2016) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the EC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentially 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.

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 **Academic Honesty Handbook**.

Required text

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

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	Hurdle	Due
Assessment 1	20%	No	Week 3: 17/03/17 at 11:55pm
Assessment 2	40%	No	Week 7: 13/4/17 at 11:55pm
Assessment 3: Part A & B	40%	No	Week 13: 9/06/17 at 11:55pm

Assessment 1

Due: **Week 3: 17/03/17 at 11:55pm**

Weighting: **20%**

Understanding assessment of children's learning. The purpose of this assessment is to develop an understanding of the different types and purposes of assessment in the classroom setting. Prepare an information sheet for parents which outlines the value of and purpose for assessment. Include a definition and example of the following forms of assessment:

- Informal

- Formal

- Diagnostic

- Formative

- Summative

Explain when and how feedback is provided to children and parent/care givers and the process of moderation of assessment.

On successful completion you will be able to:

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 3. Effectively communicate and develop rapport with students
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families

Assessment 2

Due: **Week 7: 13/4/17 at 11:55pm**
Weighting: **40%**

Arriving in Australia and going to school. The purpose of this assessment is to provide pre-service teachers with an understanding of the complexities of teaching in classrooms with diverse children and families.

- Write a report that shows how you could assist children, staff, and families to develop their understanding of diversity within the classroom.

- Develop a sequence of 4 lessons with clear links to the curriculum documents.

On successful completion you will be able to:

- 2. Arrange content into an effective learning and teaching sequence
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families
- 5. Critically evaluate personal teaching practices
- 6. Identify the factors that influence curriculum decision making processess

Assessment 3: Part A & B

Due: **Week 13: 9/06/17 at 11:55pm**
Weighting: **40%**

3A: Considering children's perspectives in the classroom: 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:

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 3. Effectively communicate and develop rapport with students
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families
- 5. Critically evaluate personal teaching practices
- 6. Identify the factors that influence curriculum decision making processess

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 327 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 Wednesday mornings from 11am –12pm in C5C: Collaborative Forum.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled on Thursdays.
- *Note: Week 1 tutorials will be online and face-to-face tutorials commence from week 2.
- 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 22 April 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 22 April. 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 15th May - Friday 2nd June 2017. 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 **22nd** April 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 27 Feb	**Setting the scene: Classroom structure and Routines** (I.Hay) • Unit expectations and requirements • Instruction modes: whole class; individualised learning; small groups; cooperative learning; streamed classes • System and school impacts on assessment, curriculum and pedgogy • Collaborating with other professionals • Teacher as decision maker - understanding the assessment of children's learning *Note: Week 1 tutorials will be online and face-to-face tutorials commence from week 2.

Week 2 6 March	**Effective communication** (I.Hay) • Communicating in the classroom setting • Explaining, questioning and listening • Developing rapport and engaging students
Week 3 13 March	**Honouring diversity, inclusion in action** (I.Hay) • 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. **ASSESSMENT 1 DUE Friday 17 MARCH at 11:55pm via drop box**
Week 4 20 March	**Creating an anti bias environment** (I.Hay) • Assessing cultural and language demands and biases of classroom resources and processes for modification • Planning for effective teaching • Curriculum strategies
Week 5 27 March	**Planning models, theory and practice. Classroom structure and routines** (I.Hay) • Planning models, theory and practice • Individual learning • Group learning
Week 6 3 April	**Planning to teach** (I.Hay) • 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 10 April	**Working cross cultures** (Guest) • 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 **ASSESSMENT 2 DUE THURSDAY 13TH APRIL at 11:55pm via drop box**
University Recess **Mon 17th April – Fri 28th April, 2017**	
Week 8 1 May	**Planning to teach** (Guest) • 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 8 May	**Diverse family structures** (I.Hay) • 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
Professional Experience Placement **Mon 15th MAY – Fri 2nd JUNE**	
Week 13 5 June	**Changing beliefs, changing practices** (I.Hay) • 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 **ASSESSMENT 3 DUE Friday 9TH JUNE at 11:55pm via drop box**

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 6. Identify the factors that influence curriculum decision making processess

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3: Part A & B

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

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 3. Effectively communicate and develop rapport with students
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families
- 5. Critically evaluate personal teaching practices
- 6. Identify the factors that influence curriculum decision making processess

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3: Part A & B

Learning and teaching activities

- 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.

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

- 3. Effectively communicate and develop rapport with students
- 5. Critically evaluate personal teaching practices
- 6. Identify the factors that influence curriculum decision making processess

Assessment task

- Assessment 3: Part A & B

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

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 6. Identify the factors that influence curriculum decision making processess

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3: Part A & B

Learning and teaching activities

- 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.

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

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 5. Critically evaluate personal teaching practices

- 6. Identify the factors that influence curriculum decision making processess

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3: Part A & B

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

- 2. Arrange content into an effective learning and teaching sequence
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families
- 5. Critically evaluate personal teaching practices

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3: Part A & B

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

- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 3. Effectively communicate and develop rapport with students
- 4. Support children and families from diverse backgrounds in the classroom including

Aboriginal and Torres Strait Islander children and families

- 6. Identify the factors that influence curriculum decision making processess

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3: Part A & B

Learning and teaching activities

- 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.

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

- 4. Support children and families from diverse backgrounds in the classroom including

Aboriginal and Torres Strait Islander children and families

Assessment tasks

- Assessment 1
- Assessment 3: Part A & B

Learning and teaching activities

- 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.

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

- Assessment 3: Part A & B

Learning and teaching activity

- 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.