



ECHP222

Professional Experience 2

S1 Day 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Fay Hadley

fay.hadley@mq.edu.au

Contact via 9850 9833

X5B365

Lecturer and tutor

Rebecca Andrews

rebecca.andrews@mq.edu.au

Contact via 9850 9871

X5B269

Tutor

Catherine Jones

catherine.jones@mq.edu.au

Tutor

Anne-Maree Tonkin

anne-maree.tonkin@mq.edu.au

Credit points

3

Prerequisites

((ECH120 or ECHE120 or ACSI100) and ECHP122) and (admission to BEd(ECE)(0-12) or BTeach(ECE) or BTeach(0-5) or BTeach(ECC))

Corequisites

Co-badged status

Unit description

Students are provided with ways of making learning visible, whilst exploring a variety of theories on how children learn. They are assisted to develop observations and begin to think about implications for planning. Students are also taught skills in basic planning and ways to record thoughtful, reflective observations that connect to planning. A range of strategies that provide guidance on ways to support young children's learning is central to the unit. This includes examining teaching strategies that support ways of working with children from birth to five years. Students engage in active, careful and critical reflection as part of their commitment to teaching whilst considering the Early Years Learning Framework. Students practice these skills as they complete 20 days of teaching experience in prior to school early childhood settings.

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. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
3. Recognise the importance of environments and how they influence children's learning.
4. Explore and practice a range of teaching techniques in the professional experience placement.
5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
6. Engage in active, careful and critical reflective practice.
7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
8. Successfully observe, plan and document the children's learning whilst on PE.

General Assessment Information

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
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

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 regularly save a copy of all assignments before submission,
- 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. Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

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

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the

policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

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

Professional Experience Unit Placement Expectations

- 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 online training) (school placements only)
 - Child Protection online training (school placements only)
- 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 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.

Other important policies

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

Special Consideration Policy:

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration> The Special Consideration Policy is effective from December 4th 2017 and replaces the Disruption to Studies 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	40%	No	4th April

Name	Weighting	Hurdle	Due
<u>Assessment 2: Part A</u>	0%	No	25th May
<u>Assessment 2: Part B</u>	60%	No	30th May

Assessment 1

Due: **4th April**

Weighting: **40%**

Getting ready for professional experience

To complete this part of your assignment you will have needed to complete at least 2 observation days at your professional experience placement. You need to:

1. Provide a synthesised situational analysis of your centre, including the age group you will be working with on Professional Experience.
2. Complete one (1) observation from your professional experience placement.
3. Develop an experience based on the above observation.
4. Compile Folder Resources

Assessment criteria

- Synthesised situational analysis of setting and age group
- Provided 1 written observation that demonstrate the child's or children's learning, with appropriate links to theory, including the early years learning framework and early childhood literature
- Provided 1 appropriate experience that demonstrates clear links to the observation and EYLF
- Resources for PE folder
- References cited in accordance with APA guidelines

On successful completion you will be able to:

- 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children's learning.

Assessment 2: Part A

Due: **25th May**

Weighting: **0%**

Professional Experience Evaluation Report

On successful completion you will be able to:

- 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children's learning.
- 4. Explore and practice a range of teaching techniques in the professional experience placement.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- 6. Engage in active, careful and critical reflective practice.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

Assessment 2: Part B

Due: **30th May**

Weighting: **60%**

Professional Experience Book Work

On Professional Experience you are required to complete several tasks. A selection of these are to be typed up and handed in for this assessment. Please make sure you check the marking criteria carefully as it is your responsibility (**not your advisor or supervising teacher**) to address these correctly. Please note this assignment is work when completed on Professional Experience. If you are completing PE after May 20th (because of extended illness on prac) please complete the appropriate disruption procedures through ask.mq to request an extension. As your work should be completed during PE we welcome early submission. Please note **NO photos for assignment 2 at all to be submitted**. This identifies the setting and/or the children and breaches confidentiality.

These tasks are:

1. Evidence of a professional discussion/conversation with one or more staff members about contemporary perspectives of children's learning (typed double spaced, 2 pages)
2. Guiding children's behaviour. Provide one typed double spaced example (2-3 pages) that outlines your attempts at guiding an individual child or group of children's behaviour.
3. Assessment for learning. Use your observations, planning, evaluations and other

sources you deem appropriate to compile analytical summaries for two (2) children.

4. Critical reflection. Provide ONE (1) typed, double spaced critical reflection (1 page) on one issue of significance that occurred over the duration of your PE. This issue should be something of consequence and therefore not trivial,

Assessment criteria

- Outlined evidence of a professional discussion/conversation with one or more staff members
- Outlined clearly an incident of you guiding children's behaviour justified with appropriate literature, including Porter 2016
- Provided 2 clear analytical summaries that are supported by appropriate documentation evidence, which could include observations, planning, evaluations and other sources
- Provided 1 critical reflection on one issue of significance that occurred over the duration of your PE.
- Expressed ideas logically, coherently and professionally
- Used relevant early childhood literature to support ideas and referenced correctly cited in accordance with APA guidelines

On successful completion you will be able to:

- 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children's learning.
- 4. Explore and practice a range of teaching techniques in the professional experience placement.
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Delivery and Resources

Classes

The timetable for classes can be found on the University web site at: <http://www.timetables.mq.edu.au>

[du.au/](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)

- 1 hour lectures will be held on Fridays 11.00 o'clock in W5AT1.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Friday It is expected that students tutorial will attend the lecture prior to their tutorial.
- External students are to attend two compulsory on campus day on 21st and 22nd April 9am-4.30pm
- In order to be eligible for a passing grade, students must meet the following requirements:
 - Internal students must attend at least 80% of all tutorials
 - External students must attend the compulsory on-campus sessions
 - Satisfactorily complete a three week professional experience placement from May 1st-May 19th (including 5 observation days before this block)
 - Complete all three assessments.

Texts Required

- Porter, L. (2016). *Young children's behaviour. Guidance approaches for early childhood educators.* (4th Ed.). Marrickville: Allen and Unwin.
- Arthur, L, Beecher, B. Death, E. Dockett, S. & Farmer, S. (2015). *Programming and planning in early childhood settings.* (6th Ed.). Victoria: Cengage. **(required text for ECHP122)**
- Department of Education, Employment & Workplace Relations. (2009). *Belonging, Being and Becoming. The Early Years Learning Framework for Australia.* Canberra, ACT: Commonwealth of Australia. **(required text for ECHP122)**
- Perrin, R. (2015). *Pocket guide to APA style* (5th ed). Boston, USA: Wadsworth Cengage Learning. **(required text for degree)**

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)

- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

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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

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

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

- 4. Explore and practice a range of teaching techniques in the professional experience placement.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- 6. Engage in active, careful and critical reflective practice.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Assessment 2: Part A
- Assessment 2: Part B

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

- 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 6. Engage in active, careful and critical reflective practice.

Assessment tasks

- Assessment 2: Part A
- Assessment 2: Part 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. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children's learning.
- 4. Explore and practice a range of teaching techniques in the professional experience placement.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

Assessment tasks

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

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. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children's learning.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- 6. Engage in active, careful and critical reflective practice.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

- Assessment 1
- Assessment 2: Part A
- Assessment 2: Part 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

- 4. Explore and practice a range of teaching techniques in the professional experience placement.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- 6. Engage in active, careful and critical reflective practice.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

- Assessment 1
- Assessment 2: Part A
- Assessment 2: Part 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

- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.
- 6. Engage in active, careful and critical reflective practice.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

- Assessment 2: Part A
- Assessment 2: Part B

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:

Assessment tasks

- Assessment 2: Part A
- Assessment 2: Part B