



# ECHP424

## Professional Experience 7

S2 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor Academic

Rebecca Andrews

[rebecca.andrews@mq.edu.au](mailto:rebecca.andrews@mq.edu.au)

Contact via 9850 9871

29WW Room 269

Unit Convenor Professional Experience

Fay Hadley

[fay.hadley@mq.edu.au](mailto:fay.hadley@mq.edu.au)

Contact via 9850 9833

29WW Room 383

Tutor

Anne-Maree Tonkin

[anne-maree.tonkin@mq.edu.au](mailto:anne-maree.tonkin@mq.edu.au)

Contact via iLearn dialogue

Credit points

3

Prerequisites

ECHP421 or ECHP425

Corequisites

Co-badged status

Unit description

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

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

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

## **General Assessment Information**

This section provides students with general information about assessment tasks and how to submit them.

### **Assessment Presentation and 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 responsibility 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.

### **Please note:**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### **Assignment extensions and late penalties**

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

### **Requesting a re-assessment of an assignment**

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

### **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.

**Descriptive Criteria for awarding grades in the unit**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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-plan-ning-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
<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.

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

**Withdrawing from this UG Unit**

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

**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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Reflective Report</u></a>	40%	No	Thursday 22nd August 11.59pm
<a href="#"><u>Teaching Performance Asst</u></a>	55%	No	Monday 14th October 11.59pm
<a href="#"><u>ASSET Survey</u></a>	5%	No	1/9; 15/9; 1/10; 15/10; 1/11.

### Reflective Report

Due: **Thursday 22nd August 11.59pm**

Weighting: **40%**

Reflective Report (30%) - reflect on specialist teaching techniques to support seeking the child's perspective (Week 4) Oral Presentation (10%) - three-five minute oral presentation in the Tutorial in weeks 3 or 4

On successful completion you will be able to:

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

### Teaching Performance Asst

Due: **Monday 14th October 11.59pm**

Weighting: **55%**

BEd (Birth -12):Teaching Performance Assessment (Professional Portfolio – word limit not applicable). This Teaching Performance Assessment task invites you to demonstrate how you have understood the context of your school and classroom in relation to your teaching. The tasks include planning and successfully teaching a series of lessons as part of a unit of work over your three-week placement that relates to one of the following discipline areas (English, Mathematics, or Science and Technology). Week 10.

OR

BTeach (Birth-5): Teaching Performance Assessment (Professional Portfolio – word limit not applicable). This assignment will focus on approaches to analysing and presenting data to illuminate the unexpected in children's learning, rather than to report on activities assigned by the teacher. Week 10.

On successful completion you will be able to:

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

## ASSET Survey

Due: **1/9; 15/9; 1/10; 15/10; 1/11.**

Weighting: **5%**

Annual Student Survey of Education for Teaching (ASSET)

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

Please note that identifying data will only be held by the Department of Educational Studies Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the Department. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**



After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add [noreply@mq.edu.au](mailto:noreply@mq.edu.au) and [trigger@qemailserver.com](mailto:trigger@qemailserver.com) to your email white list. If you have not received the email, please check your spam folder.

**NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.**

Participation marks will be uploaded **AFTER** the final date for completion for each part of the survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and an announcement will be made on iLearn when the participation marks are available.

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of “1” and noncompletion by a mark of “0”. If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a “HD” and noncompletion by a “F”.

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the Department of Educational Studies Research Administrator, Mridul Sood, at [des\\_research@mq.edu.au](mailto:des_research@mq.edu.au). When making enquiries please ensure that the following information is included in your email:

NAME (exactly as it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1: 1 September

Link: [https://mq.edu.qualtrics.com/jfe/form/SV\\_4PDJMSYUSgAQPR3](https://mq.edu.qualtrics.com/jfe/form/SV_4PDJMSYUSgAQPR3)

Part 2: 15 September

Link: [https://mq.edu.qualtrics.com/jfe/form/SV\\_0qrBNaduYCkwwF7](https://mq.edu.qualtrics.com/jfe/form/SV_0qrBNaduYCkwwF7)

Part 3: 1 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_8kqlbF9R4hToOEZ](https://mqedu.qualtrics.com/jfe/form/SV_8kqlbF9R4hToOEZ)

Part 4: 15 October

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_0GkMDq7oNUkutA9](https://mqedu.qualtrics.com/jfe/form/SV_0GkMDq7oNUkutA9)

Part 5: 1 November

Link: [https://mqedu.qualtrics.com/jfe/form/SV\\_5tkfSGAHpxsklnv](https://mqedu.qualtrics.com/jfe/form/SV_5tkfSGAHpxsklnv)

On successful completion you will be able to:

- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching

## **Delivery and Resources**

### **Relevant Documents**

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

- *Unit Readings, Assessments & Study Guide*
- *Professional Experience Expectations*
- 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.

Convenors are encouraged to populate this optional section with:

**Required and recommended texts**

There is no set textbook. Readings are detailed on iLearn.

**Information about the unit iLearn site**

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

**Lectures**

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

**Access and technical assistance**

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](http://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

**This unit requires students to use several ICT and software skills:**

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to *iLearn*.

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

**Structure**

The unit comprises a one-hour lecture and a two-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

## Unit Schedule

See iLearn for full lecture schedule and readings.

## 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](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>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

### Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

### Attendance for undergraduate units

All Internal tutorials begin in Week X of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

### Unit Expectations

- 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

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

### Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

### External Students

1. The on-campus sessions on (insert dates) are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

### Professional Experience Unit Placement Expectations

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) 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). Please note that Anaphylaxis training is only current for 2 years so students will need to update this, most probably at the start of their final year
- Child Protection online training (school placements only)

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- 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 convenor 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 any assessments or bookwork prior to submission.
- If a Student is identified being **in need of additional support** for Professional Practice and/or Bookwork, the Department's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this Unit.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to

the end of Session for students who do not meet the placement expectations of the Unit.

**Fitness to practice requirements:**

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

**Early Childhood Professional Experience Units**

**Professional Experience Unit Placement Expectations**

**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 (presentation of Viva at tutorials/oncampus day as per enrolment)
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

**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

**Other important policies**

**Twice Fail Rule for Professional Experience Units**

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

**On campus sessions**

The on campus sessions for this year are on:

**Day 1 August 24th (9:30 - 4:00)**

**Day 2 September 27th (9:30- 4:00)**

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

## 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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

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

### Assessment tasks

- Reflective Report
- Teaching Performance Asst

### Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Reflective Report
- Teaching Performance Asst

## **Commitment to Continuous Learning**

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

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Reflective Report
- Teaching Performance Asst
- ASSET Survey

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where



relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Reflective Report
- Teaching Performance Asst

## **Critical, Analytical and Integrative Thinking**

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

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment tasks**

- Reflective Report
- Teaching Performance Asst

## Problem Solving and Research Capability

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

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Reflective Report
- Teaching Performance Asst
- ASSET Survey

## Effective Communication

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

This graduate capability is supported by:

### Learning outcomes

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

### Assessment tasks

- Reflective Report
- Teaching Performance Asst

## Engaged and Ethical Local and Global citizens

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

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

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

## **Assessment task**

- Reflective Report

## **Socially and Environmentally Active and Responsible**

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

This graduate capability is supported by:

## **Learning outcome**

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

## **Assessment task**

- Reflective Report

## **Changes since First Published**

Date	Description
25/07/2019	Asset Survey is not a hurdle task.