



ECHP222

Professional Experience 2

S1 Day 2019

Department of Educational Studies

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Convenor

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29WW384

Professional Experience Convenor

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Tutor

Kim Rowland

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Credit points

3

Prerequisites

((ECH120 or ECHE120 or ACSH100) 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.

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-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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	40%	No	3rd April
Assessment 2: Part A	0%	No	24th May
Assessment 2: Part B	60%	No	29th May

Assessment 1

Due: **3rd 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: **24th May**

Weighting: **0%**

Professional Experience Evaluation Report submitted to the Professional Experience Office

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: **29th 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.
- 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.

Delivery and Resources

Classes

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

- 1 hour lectures will be held on Thursday's 10.00 o'clock in 17WW Collaborative Forum. PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Thursday and Friday. It is expected that students will attend the lecture prior to their tutorial if they are enrolled in Thursday's 11-1 session.
- External students are to attend two compulsory on campus day on 17th and 18th April 9am-4.30pm
- In order to be eligible for a passing grade, students must meet the following requirements:
 - Internal students are expected to attend all tutorials
 - External students must attend the compulsory on-campus sessions
 - Satisfactorily complete a three week professional experience placement from April 29th - May 17th (including 5 observation days before this block)
 - Complete all 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)**

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'.

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/. 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. 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.**

Structure

The unit comprises two one-hour lectures and a one-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

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR UNIT ECHP222

Date: Week Beginning	Part	Lecture topic/Lecturer	Readings
	Kickstart	Welcome Video Tips for success Diploma students – what PE looks like at University	Read unit outline and PE Expectations and post any question on iLearn Purchase textbook(s) for week 1 Hadley & Andrews (2015)
Week 1 Feb 25	Theory and practice	Theories and Perspectives. Unpack and critique theories of learning, including those in the EYLF & NQF (Fay Hadley)	Porter (2016) chapter 1 O'Brien et al (2017) Arthur et al (2015/2017) chapter 1 and 3 (skim as this was an ECHP122 reading)

Week 2 March 4	Theory	Making learning visible Planning cycle (Anne-Maree Tonkin)	Professional Experience Expectations Giovacco-Johnson (2011) Arthur et al (2015/2017) chapter 6 and 8 (skim as this was an ECHP122 reading)
Week 3 March 11	Theory and practice	Making learning visible – authentic documentation (Fay Hadley)	<u>Luckenbill, J. (2012) (see iLearn)</u> Blackwell et al (2014) Look at: <u>http://www.earlychildhoodaustralia.org.au/our-work/digital-business-kit/live-wires/live-wires-forum-resources/</u>
Week 4 March 18	Theory and practice	Environment as the third teacher (Rebecca Andrews)	Porter (2016) chapter 5 Coyne et al (2016) Arthur et al (2015/2017) chapter 7 and 10 (skim as this was an ECHP122 reading)
Week 5 March 25	Making learning visible. Introduction to pedagogical documentation (Wendy Shepherd) – Lecture pre-recorded and on iLearn for you to listen to Rattler magazine (see iLearn) Live chat for externals to discuss observation days 25th March 7-8pm		
Week 6 April 1	Practice and community	Building relationships with Staff and Families (Fay Hadley)	Porter (2016) chapter 18 Hadley (2014) Arthur et al (2015/2017) chapter 2 (skim as this was an ECHP122 reading) Assignment 1 due: 3rd April
Week 7 April 8	Practice and community	Guiding children's behaviour (Fay Hadley)	Porter (2016) chapter 2 and 3 Di Santo et al (2017) Arthur et al (2015/2017) chapter 9 (skim as this was an ECHP122 reading)
April 15 – April 26 Mid semester break Compulsory on campus for externals: 17th April & 18th April 9am-4.00pm			

Week 8 – 10: April 29 – May 17	Professional Experience BLOCK: 5 orientation days and 15 days block of Professional Experience <ul style="list-style-type: none"> · orientation days – situational analysis, observations, · Week 1 of block – observations and 1 experience per day · Week 2 – observations, reflections and 2 experiences per day · Week 3 – observations, reflections and session planning daily 		
Week 11 May 20	Live chat for externals to debrief PE 23rd May 7-8pm No lecture or classes Time to complete Assessment 2 and finalise PE if you have days to makeup.		
Week 12 May 27	Practice and community	Reflecting on professional experience: Myself as a developing teacher (Fay Hadley)	Ryan and Bourke (2013) Assessment 2 due: 29th May
Week 13 June 3	Theory	Philosophy: Where to next, future PE and beginning my Professional Portfolio (Fay Hadley)	TBA- guest speaker(s) Arthur et al (2015/2017) chapter 5 (skim as this was an ECHP122 reading)

Mini pre-recorded lectures on iLearn:

1. Preparation for Professional Experience - expectations and guidelines – **Rebecca Andrews**. Presented as a sequence of mini lectures
2. How to observe individuals and groups: understanding children and facilitating learning at 200 level– **Rebecca Andrews**

You need to listen to all these pre-recorded lectures before you begin your orientation days

On campus sessions: Wednesday 17th and Thursday 18th April

The on-campus school is a compulsory part of the unit for external students of ECHP222. The on-campus days offer you a chance to discuss lecture material and to meet and exchange ideas with staff and other students prior to your PE placement. The program for the on-campus day is set out below. Don't forget to bring your readings and your notes/questions. Further details will be provided through the online component

Day One: Wednesday 17th April

9:00 – 11:00	Session 1: Welcome, share resource, theories, PE questions and practicing observations
11:00 – 11:30	Break
11.30 – 1:30	Making learning visible - planning
1:30 – 2.00	Lunch
2:00 - 4.00	Environment as third teacher

Day Two: Thursday 18th April

9:00 – 11:00	Building relationships with Staff and Families
11.00 - 11.30	Break
11.30 – 1:30	Guiding children's behavior
1:30 – 2.00	Lunch
2:00 – 4:00	Working professionally, developing your philosophy

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>).

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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Attendance for undergraduate units

All Internal tutorials begin in Week 1 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 17th and 18th April 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 – which includes attending class, completing all reading and tasks associated with being prepared for PE
- 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.

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

If you are a Global MBA student contact 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/.

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