



ECHP223

Professional Experience 3

S2 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convener

Dr Iain Hay

iain.hay@mq.edu.au

Contact via email - please do not leave a phone message, best to email directly

29 Wally's Walk, Room 386

by appointment, via phone, email and in person

Tutor and Professional Experience Coordinator

Ms Michelle Wilson

michelle.wilson@mq.edu.au

Please email via iLearn dialogue to make appointments for consultation

Credit points

3

Prerequisites

EDUC260 and ECHP222 and ECH232 and admission to BED(ECE)(0-12)

Corequisites

ECHE234

Co-badged status

Unit description

This unit provides students with an understanding of the primary school environment. They will explore relationships between prior-to-school and school settings, understanding of ACARA and NESA, strategies for managing behaviour and working in partnership with families, colleagues and communities. Students will develop their assessment, planning and teaching skills through participation in a 20 day Professional Experience placement in a primary school classroom.

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:

Identify the role of NSW Education Standards Authority (formally known as the Board of

Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.

Identify the importance of links and transition processes between schools and prior to school services.

Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.

Show knowledge of the range of policies pertaining to specific employer groups in school settings.

Observe and assess children in context.

Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).

Demonstrate their role as a reflective practitioner.

Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

Demonstrate a professional standard of English expression in written and oral work throughout the unit.

General Assessment Information

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*
- *EC Professional Experience Handbook*
- *Professional Experience Guide*
- *Professional Field Visits Guide*

Department of Educational Studies Electronic Communication

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

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

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

Department of Educational Studies (EC) Unit Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected.
- Consistent lateness or absence will jeopardise a passing grade

- External Students: Participate in all on-campus sessions – punctuality is expected.
 - Students are required to contribute to all online and tutorials tasks
 - Students are expected to read weekly readings before completing tasks and attending tutorials
 - Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
 - All assessment tasks must be submitted

Department of Educational Studies (EC) Professional Experience Unit Academic

Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
 - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
 - External Students: Participate in all on-campus sessions – punctuality is expected. Please note that non-participation will lead to exclusion from the unit. Students who are unable to participate due to illness or other unavoidable disruption will be supported in their application to withdraw without academic penalty.
 - For all PG Professional Experience Units, participation at all workshops is compulsory and punctuality is expected. Consistent lateness will jeopardise a passing grade.
 - Students are required to contribute to all online and tutorials/workshops tasks
 - Students are expected to read weekly readings before completing tasks and attending tutorials/workshops*
 - Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/workshops
 - All assessment tasks must be submitted
 - Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
 - **In order to meet all expectations for this unit, students must:**
 - attain an overall minimum of a Pass grade for the written submission components, **AND**
 - attain a 'Satisfactory' grade for their Professional Experience Evaluation Report

Department of Educational Studies (EC) Professional Experience Unit

Placement Expectations

- Students are required to complete 20 days of Professional Experience at an early

childhood centre for children aged birth-5* or a school*

- To be eligible to commence the block placement component of this unit, students
- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
- Must meet the participation requirements for the unit
- Students must be able to present evidence of completion of the following prior to semester census date in order to receive a placement for Professional Experience:
 - A Working with Children Check or State/ Territory equivalent
 - Anaphylaxis training (practical and on line training)*
 - Child Protection online training*
- A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet the Professional Experience placement expectations of this unit, students must:**
 - attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
 - attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.

- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

***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.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

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

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or

misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: <https://students.mq.edu.au/study/my-study-program/special-consideration>

- Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> 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.

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

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

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

- Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on receipt of the completed form submitted through ask.mq.edu.au, plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

Department of Educational Studies (EC) Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)**.

The following guide can be purchased from the Co-op Bookshop. This is a required text: *
Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

Detailed information for each individual assessment can be found on the ECHP223 iLearn site under *Assessment*.

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

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

Professional Experience Unit Placement Expectations

- Students are required to complete 20 days of Professional Experience at a school on a specified grade.
- To be eligible to commence the block placement component of this unit, students:
 - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block;
 - Must meet the participation requirements for the unit.
- Students must be able to present evidence of the following prior to semester census date. Further information see: <https://students.mq.edu.au/admin/fees-and-costs/payment-due-dates> in order to receive a placement for Professional Experience.

Students may need to withdraw from this unit if this has not been obtained in time:

- A Working with Children Check or State/ Territory equivalent
- Anaphylaxis certificate for

training (practical and on line training) ◦ Child Protection certificate from online training.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times that do not impact on attendance at tutorials for this or other units. Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet the Professional Experience expectations of this unit, students must:**

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report AND
- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

***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.**

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.

Units with Submissions of Family & Children's Records

Family and Children's Records at Department of Educational Studies

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the [Early Childhood Australia Code of Ethics \(2016\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the EC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **Academic Honesty Handbook**.

Required text

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

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

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.

HD *High Distinction 85-100%*

Provides consistent evidence of deep and critical understanding in relation to the learning

outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

D *Distinction 75-84%*

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr *Credit 65-74%*

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P *Pass 50-64%*

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

F *Fail 0-49%*

Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

***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.**

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|-----------------------------|-----------|--------|----------------------------|
| <u>Transition to school</u> | 15% | No | Week 3, 16/8/19 at 11:55pm |
| <u>Children's behaviour</u> | 40% | No | Week 7, 13/9/19 at 11:55pm |

| Name | Weighting | Hurdle | Due |
|--------------------------------|-----------|--------|-----------------------------|
| <u>Professional Experience</u> | 45% | No | Week 13, 8/11/19 at 11:55pm |

Transition to school

Due: **Week 3, 16/8/19 at 11:55pm**

Weighting: **15%**

This assessment will enable students to develop an understanding of transition to school processes and strategies from the primary school perspective.

This Assessment Task relates to the following Learning Outcomes:

- Identify the importance of links and transition processes between schools and prior to school services.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

On successful completion you will be able to:

- Identify the importance of links and transition processes between schools and prior to school services.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).

Children's behaviour

Due: **Week 7, 13/9/19 at 11:55pm**

Weighting: **40%**

The purpose of this assessment is to articulate appropriate strategies to guide children's behaviour and the theories which underpin these strategies.

This Assessment Task relates to the following Learning Outcomes:

- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

On successful completion you will be able to:

- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).

Professional Experience

Due: **Week 13, 8/11/19 at 11:55pm**

Weighting: **45%**

This assessment has two components:

Part A Recording children's learning This assessment develops student's understanding of the importance of the AITSL Graduate Teacher Standards in relation to their role in recording children's learning.

Extensions will not be granted for this assessment unless students have supporting documentation for absence from placement for 5 or more days.

Part B Professional Experience Evaluation document This document is graded as satisfactory or unsatisfactory and determines the outcome of the placement and therefore the unit.

This Assessment Task relates to the following Learning Outcomes:

- Identify the role of the NSW Education Standards Authority (NESA) formally (BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

On successful completion you will be able to:

- Identify the role of NSW Education Standards Authority (formally known as the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Delivery and Resources

Important information

Knowing your course requirements

It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Students in this unit should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Academic Unit Coordinator.

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

About this unit

This unit will introduce the student teacher to the school curriculum and the importance of the relationships across schools and early childhood settings. This unit will also provide opportunities to explore appropriate ways to guide children's behaviour and to refine and articulate a philosophy of professional practice.

Like all Reflective Practice units, this unit incorporates theory and practice by combining university-based study with professional experience in a school setting (K-6). It reflects an

understanding that teaching is a complex undertaking, not a simple, straightforward series of skills to be learnt by copying another teacher. The unit is based on a belief that student teachers develop professionally through opportunities to make decisions and to act upon these decisions. The student teacher's decision making will be informed by thoughtful analysis of relevant factors, careful consideration of possible outcomes and implications of actions, and on-going reflection about personal practice.

This unit does not directly teach curriculum content, students are expected to use syllabuses for KLAs in line with their school placement. Go to the NESA website for detailed information about the required curriculum in NSW.

It is expected that students have a working knowledge of KLAs for Kindergarten to Year 6 from completion of prior units and from personal study.

Classes The timetable for classes can be found on the University web site at:
<https://timetables.mq.edu.au/2019/>

- 1 hour lectures will be held Monday morning from 10:00pm -- 11:00pm. There are online lectures in weeks 3, 5, 7 & 9 (Public Holiday)
- 2 hour tutorials will be held weekly for internal students, from time to time there will be online lectures as notified by the unit convener. Tutorials are timetabled for Mondays and Tuesdays. Students are to attend the tutorial that they have registered for. Students will not be accepted in alternate tutorials under any circumstances.
- Those students enrolled in the tutorial that follows the lecture are expected to attend the lecture in order to be able to participate in the tutorial directly following. This is when the roll will be taken. It is expected that students attending the later tutorials will either attend the lecture or listen on line prior to coming to class. For external students it is expected that students listen weekly online.
- Students are not able to swap between tutorials throughout the semester. Tutorial groups are established in the first two weeks of semester and students must remain in this tutorial until the end of semester.
- **External students** are to attend compulsory on campus days, Thursday 26th September (Building 29WW, Room 039) and Friday 27th September (Building 29WW, Room 039) 2019.
- In order to be eligible for a passing grade, students must meet the following requirements:
 - Internal students must attend tutorials
 - External students must attend both of the compulsory on-campus sessions.

Unit Schedule

| Week beginning | Topic/Lecture/Tutorial | Readings |
|----------------|------------------------|----------|
|----------------|------------------------|----------|

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| Week 1 July 29 | Setting the context <ul style="list-style-type: none"> • Role of NSW Board of Studies in Curriculum • Policies and legislation which impact on teachers • Professional Standards Framework • Support documents, resources, personnel and referral agencies which interact with schools • Australian Curriculum, Assessment and Reporting Authority (ACARA) | Familiarise yourself with the following websites. <i>NSW Syllabus for the Australian Curriculum</i> http://syllabus.bos.nsw.edu.au/ <i>Australian Institute for Teaching and School Leadership</i> http://www.aitsl.edu.au/ Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapters 1 & 2 |
| Week 2 Aug 5 | Linking early childhood services and schools <ul style="list-style-type: none"> • Teaching, learning & curriculum in a changing world <ul style="list-style-type: none"> • Understanding the NSW context • Professional dialogue <ul style="list-style-type: none"> • Transition points in schooling | Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 6 |
| Week 3 (online lecture) Aug 12 | Planning in the school setting <ul style="list-style-type: none"> • Making observations K-6 and linking to NESA syllabus documents • Linking to the Outcomes and Indicators • Teaching and learning strategies • Learning goals in lesson preparation • Tools for planning ASSESSMENT 1 DUE 16th August at 11:55pm | Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 8 |

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| <p>Week 4</p> <p>Aug 19</p> | <p>Guiding children's behaviour</p> <ul style="list-style-type: none"> • Theories of discipline, links to practice • Personal beliefs about children and behaviour • Gaining rapport • Safety in school • Key policies, documents, resources, personnel and referral agencies <p>CENSUS DATE 23 AUGUST</p> | <p>Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 4</p> |
| <p>Week 5 (online lecture)</p> <p>Aug 26</p> | <p>Guiding behaviour and engaging students</p> <ul style="list-style-type: none"> • Positive student behaviour and promotion of positive relationships within the classroom • Intervention to manage disruptive student behaviour • Students with special needs within the school setting including strategies to facilitate success • Discipline/ crisis/ emergency response for disruptive student behaviour • Working in partnership with others: parents/ counsellors/ other teachers | <p>Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 10</p> |
| <p>Week 6</p> <p>Sept 2</p> | <p>Guiding behaviour and engaging students</p> <ul style="list-style-type: none"> • Strategies from the field - the learning environment <ul style="list-style-type: none"> • Some tips about classroom management • Behaviour policies - what you need to know • Engaging students through well planned curriculum and learning activities | <p>Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 5</p> |

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| Week 7 (online lecture) Sept 9 | Planning in the school setting <ul style="list-style-type: none"> • Lesson development and sequencing, catering for individual needs within a group • Teaching and learning strategies for meeting the needs of diverse learners (Indigenous, EAL/D, special education, GAT) • Integrated units of work ASSESSMENT 2 DUE 13th September at 11:55pm | Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapters 3 & 9 |
| RECESS 16 - 27 SEPT | | |
| Week 8 Sept 30 | Assessing student learning <ul style="list-style-type: none"> • Assessment types • Assessing student learning • Providing feedback – oral and written, work samples with focus on literacy needs • Links between outcomes and assessment strategies • Reporting • Strategies for record keeping • Assessment to inform future planning | Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 11 |
| Week 9 Oct 7 (Public Holiday) (online lecture & e-tutorial activities) | Philosophy: Working with others <ul style="list-style-type: none"> • Strategies to assist with developing learning partnerships with families – including Aboriginal families, families from non-English Speaking backgrounds, families with children with additional needs and behavioural needs • Assumptions underpinning one's teaching practice • Strategies to assist with home/ community connections and literacy practices with families • Creating partnerships | Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapter 12 |

| | | |
|---|---|---|
| Week 10 Oct 14 | | |
| Week 11 Professional Experience block placement: 14 Oct - 1 Nov Oct 21 | | |
| Week 12 Oct 28 | | |
| Week 13 Nov 4 | Philosophy: Moving forward • Changing practices, challenging philosophy • Keeping abreast of current research ASSESSMENT 3 DUE 8 November at 11:55pm | Text book: <i>Teaching Challenges & Dilemmas</i> (Groundwater-Smith, Ewing & Le Cornu 2015), Chapters 7 & 13 |

Learning and Teaching Activities

Unit Expectations

Expectations for: Internal students: come to tutorials prepared having read the weekly readings and listened to the lecture. External students: complete weekly tasks available on line. Come to on campus prepared; having read the weekly readings and listened to the lectures. All students:

- read widely and give thoughtful consideration to the ideas encountered - participate fully in tutorials discussions and activities - submit all assessments - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements - submit the Professional Experience Evaluation form on completion of placement.

Professional Experience

Students will be expected to complete three weeks of Professional Experience from Monday 14 October - Friday 1 November 2019. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

External Students

External students are strongly advised to make use of the support services available. These include: Students are to download the lecture from the iLearn website (via Echo). Students need to set aside time weekly to work through the tasks on iLearn and listen to the lecture. It is important to also read as widely as possible. Weekly tasks: External students will be expected to

access and complete tutorial tasks listed under Learning Modules via the iLearn website. Compulsory on-campus session: The compulsory on-campus sessions are scheduled for Thursday 26th September and Friday 27th September from 9:00am – 5:00pm. Students will have the opportunity to discuss the unit content and weekly tasks provided on iLearn. Students will also have the opportunity to discuss issues associated with Professional Experience.

Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection)

Further information with regards to requirements for placement can be found on the Professional Experience website. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement:

- Child protection training: <https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-training/#%3Cstrong%3EMandatory0> (online training only)
- Anaphylaxis training: <http://etraining.allergy.org.au/mod/resource/view.php?id=97> (online training and practical training requirements)

Note: Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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

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

- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment tasks

- Transition to school
- Children's behaviour
- Professional Experience

Learning and teaching activities

- Students will be expected to complete three weeks of Professional Experience from Monday 14 October - Friday 1 November 2019. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.
- External students are strongly advised to make use of the support services available. These include: Students are to download the lecture from the iLearn website (via Echo). Students need to set aside time weekly to work through the tasks on iLearn and listen to the lecture. It is important to also read as widely as possible. Weekly tasks: External students will be expected to access and complete tutorial tasks listed under Learning

Modules via the iLearn website. Compulsory on-campus session: The compulsory on-campus sessions are scheduled for Thursday 26th September and Friday 27th September from 9:00am – 5:00pm. Students will have the opportunity to discuss the unit content and weekly tasks provided on iLearn. Students will also have the opportunity to discuss issues associated with Professional Experience.

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

- Identify the role of NSW Education Standards Authority (formally known as the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify the importance of links and transition processes between schools and prior to school services.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
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- Further information with regards to requirements for placement can be found on the Professional Experience website. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement:
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<https://education.nsw.gov.au/student-wellbeing/child-protection/child-protection-training/#%3Cstrong%3EMandatory0> (online training only)
 - Anaphylaxis training:
<http://etraining.allergy.org.au/mod/resource/view.php?id=97> (online training and practical training requirements)Note: Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Demonstrate their role as a reflective practitioner.

- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment tasks

- Transition to school
- Children's behaviour
- Professional Experience

Learning and teaching activities

- Expectations for: Internal students: come to tutorials prepared having read the weekly readings and listened to the lecture. External students: complete weekly tasks available on line. Come to on campus prepared; having read the weekly readings and listened to the lectures. All students: - read widely and give thoughtful consideration to the ideas encountered - participate fully in tutorials discussions and activities - submit all assessments - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements - submit the Professional Experience Evaluation form on completion of placement.
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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

- Identify the role of NSW Education Standards Authority (formally known as the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify the importance of links and transition processes between schools and prior to school services.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
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- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment tasks

- Transition to school
- Children's behaviour
- Professional Experience

Learning and teaching activities

- Expectations for: Internal students: come to tutorials prepared having read the weekly readings and listened to the lecture. External students: complete weekly tasks available

on line. Come to on campus prepared; having read the weekly readings and listened to the lectures. All students: - read widely and give thoughtful consideration to the ideas encountered - participate fully in tutorials discussions and activities - submit all assessments - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements - submit the Professional Experience Evaluation form on completion of placement.

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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

- Identify the role of NSW Education Standards Authority (formally known as the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.

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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

- Identify the importance of links and transition processes between schools and prior to school services.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Observe and assess children in context.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

Assessment tasks

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Learning and teaching activities

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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

- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Observe and assess children in context.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

Assessment tasks

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Learning and teaching activities

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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

- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.
- Observe and assess children in context.
- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).
- Demonstrate their role as a reflective practitioner.
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families and different communities.

Assessment tasks

- Transition to school
- Children's behaviour
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Learning and teaching activities

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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 outcomes

- Observe and assess children in context.
- Demonstrate their role as a reflective practitioner.
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

Assessment tasks

- Transition to school
- Children's behaviour
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Learning and teaching activities

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Changes from Previous Offering

Withdrawal of Teacher TV videoing of practice activity