ECHP327

Professional Experience 4

S1 Day 2019

Department of Educational Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Academic Unit Convenor
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Contact via iLearn dialogue
29 Wally's Walk, Room 386
Please email via iLearn dialogue to make appointments for consultation

Tutor & Professional Experience Coordinator
Michelle Wilson
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Credit points
3

Prerequisites
ECHP323 or ECHP223

Corequisites

Co-badged status

Unit description
This unit builds on previous experiences and extends on teaching skills by providing students with further experiences in K-6 classrooms. It enables pre-service teachers to extend their understanding of approaches to curriculum planning and the documentation of children's learning in the school environment. The unit focuses on essential skills for curriculum decision-making and addressing diversity and cyberbullying issues within the classroom setting.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

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

classroom setting

2. Arrange content into an effective learning and teaching sequence

3. Effectively communicate and develop rapport with students

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

5. Critically evaluate personal teaching practices

6. Identify the factors that influence curriculum decision making processes

General Assessment Information

*Please note: The Teacher Education Student (TES) needs to have met the standard in both literacy and numeracy (LANTITE) prior to enrolling in ECHP327

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> 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.

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.

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 <u>all</u> 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-pro cedures/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.*

If you are considering withdrawing from this unit, please seek academic advice via https://ask.m q.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 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.m q.edu.au.

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

students must:

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

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

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to des.ug@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Other important policies

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching. For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.

- Macquarie University operates under a 'Fit to Sit' model as specified in the University's Special Consideration Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. 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.

- If a Student is identified by the Unit Convenor as being 'At Risk', the Department's 'At Risk' 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.

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.

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 (2017)**.

The following guide can be purchased from the Co-op Bookshop.

Perrin, R. (2017). Pocket guide to APA style (6th ed.). Stamford, CT: Cengage Learning.

Detailed information for each individual assessment can be found on the ECHP327 iLearn site under *Assessment.*

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

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

Professional Experience Unit Placement Expectations

- Students are required to complete 20 days of Professional Experience at a school on a specified grade.
- To be eligible to commence the block placement component of this unit, students:
  - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block;
  - Must meet the participation requirements for the unit.
- Students must be able to present evidence of the following prior to semester census date. Further information see: http://www.mq.edu.au/study/fees-and-costs/census-dates) in order to receive a placement for Professional Experience. Students may need to withdraw from this unit if this has not been obtained in time:

  - A Working with Children Check or State/ Territory equivalent
  - Anaphylaxis certificate for training (practical and on line training)
  - Child Protection certificate from online training.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times that do not impact on attendance at tutorials for this or other units. Students who are completing a unit offered by another department are expected to

inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.

- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.

- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.

- **In order to meet the Professional Experience expectations of this unit, students must:**
    - attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report AND
    - attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

If you fail this unit the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

Units with Submissions of Family & Children's Records

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

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

Confidentiality

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

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	50%	No	Week 7: 14/04/19 at 11:55pm
Assessment 2: Part A & B	50%	No	Week 14: 12/06/19 at 11:55pm

Assessment 1

Due: **Week 7: 14/04/19 at 11:55pm**
Weighting: **50%**

Arriving in Australia and going to school

The purpose of this assessment is to provide teacher education students with an understanding of the complexities of teaching in classrooms with diverse children and families.

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

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

- Develop a parent/carer information letter about the activities in the classroom.

On successful completion you will be able to:
- 1. Identify and discriminate between different modes of assessment to use in the classroom setting
- 2. Arrange content into an effective learning and teaching sequence
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families
- 5. Critically evaluate personal teaching practices
- 6. Identify the factors that influence curriculum decision making processes

Assessment 2: Part A & B

Due: **Week 14: 12/06/19 at 11:55pm**
Weighting: **50%**

Teaching Performance Assessment Preparation

2A: Considering children's perspectives in the classroom: This assessment will introduce teacher education students to the possibilities of documenting children's learning in the classroom setting and allows them to reflect on the curriculum, pedagogy and their practice. They will develop a situational analysis as an overview of the educational setting.

2B: Professional Experience Evaluation document: This document is graded as satisfactory

or unsatisfactory and determines the outcome of the placement and therefore the unit.

Students will only be able to apply for an extension if they have been absent for 5 or more days from placement and with appropriate documentation. Approved extension days will only be added to the dates after placement not to when the student has negotiated to complete placement.

On successful completion you will be able to:

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

Delivery and Resources

Required and recommended texts

The required text for this unit is:

- *Assessment and Reporting: Celebrating Student Achievement* 5th ed (2018) by Laurie Brady and Kerry Kennedy, Pearson Education (purchase from MQ BookCoOP)
- *Learning to Teach in the Primary School* (2013) edited by Peter Hudson, Cambridge University Press - (Chapter 3 by Tony Dowden) and (Chapter 4 by Jane Jarvis) available at MQ Library online and full book in the Curriculum Collection on Level 1)

Information about the unit iLearn site

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

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

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

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

Lectures

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

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

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. 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 i*Learn* 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.

*Please refer to the Unit Schedule section for details on lectures, tutorials and weekly readings, as well as the unit iLearn site for the weekly learning module.

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

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

Students having difficulty at any time throughout the semester for example, with unit content,

assessment queries or placement concerns are urged to contact the Academic Unit Coordinator EARLY to discuss issues.

This unit aims to build on previous experiences and extend on teaching skills by providing students with further experiences in K-6 classrooms. ECHP 327 aims to assist students in extending their understanding of approaches to curriculum planning and the documentation of children's learning in the school environment. The unit focuses on essential skills for curriculum decision-making and enables students to develop their knowledge of anti bias issues within the classroom setting.

This unit does not directly teach curriculum content ([http://www.boardofstudies.nsw.ed u.au/k-6/](http://www.boardofstudies.nsw.edu.au/k-6/)). Students are expected to use syllabuses (http://syllabus.bos.nsw.edu.au) for KLAs in line with their school placement.

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

Classes

The timetable for classes can be found on the University web site

- 1 hour lectures will be delivered in blended mode with face-to-face and online - you will be notified via iLearn the weeks that will be online.
- 2 hour tutorials will be held weekly for internal students.
- For external students it is expected that students listen weekly online - lectures, and activities via iLearn
- Students are not able to swap between tutorials throughout the semester. Tutorial groups are established in the first two weeks of semester and students must remain in this tutorial until the end of semester.
- External students are to attend the compulsory on campus day, <u>Thursday: 18th April from 9.00am – 5.00pm in Tutorial room 134 at 29 Wally's Walk</u>
- In order to be eligible for a passing grade, students must meet the following attendance requirements:
  - Internal students must attend at least 80% of all tutorials
  - External students must attend all of the compulsory on-campus session on Thursday 18/4/19 Students will be required to complete tasks which will be marked as S/U. Therefore non attendance will impact on progression throughout the unit.

Teaching and Learning Strategy

Unit expectations

In this unit students are required to:

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

Professional Experience

Students will be expected to complete three weeks of Professional Experience from Monday 20th May - Friday 7th June 2019. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (5) observation days. Attendance is compulsory. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

Support for External Students

External students are strongly advised to make use of the support services available.

- Students are able to download the lecture from the iLearn website (via Echo). Students need to set aside time weekly to work through the tasks on iLearn and listen to the lecture. It is important to also read as widely as possible.
- Weekly tasks: External students will be expected to access and complete tutorial tasks listed under *Learning Modules* via the iLearn website.
- Compulsory on-campus session: The compulsory on-campus session is scheduled for Thursday **18/4/19** from 9.00am – 5.00pm (Room 134, 29 Wally's Walk). Students will participate in tasks which will be graded as S/U for the unit. Students will have the opportunity to discuss the unit content and **weekly tasks** provided on iLearn. Students will also have the opportunity to discuss issues associated with Professional Experience

Unit Schedule

Week beginning	Topic/ Lecture/Tutorial

Week 1 25 Feb	**Setting the scene: Classroom structure and Routines** *Weekly reading: Chapt 3: Understanding the Curriculum (Hudson, 2013 - Learning to Teach in the Primary School) via MQ Library* • Unit expectations and requirements • Instruction modes: whole class; individualised learning; small groups; cooperative learning; streamed classes • System and school impacts on assessment, curriculum and pedagogy • Collaborating with other professionals • Teacher as decision maker - understanding the assessment of children's learning • Understanding the curriculum
Week 2 4 March	**Effective communication** *Weekly reading: Chapts 1 & 2 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)* • Communicating in the classroom setting • Explaining, questioning and listening • Developing rapport and engaging students • Contexts for assessment and reporting • Assessment and learning
Week 3 11 March	**Honouring diversity, inclusion in action** *Weekly reading: Chapts 3 & 4 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)* • Setting the scene • Legislation, policies and inclusive practices • Cultural assumptions in own teaching and schooling practices and implications for improving teaching and learning • Philosophy and beliefs of culturally and linguistically diverse school communities and how these may affect teaching practice. • Assessment concepts and values • Strategies for assessing student achievement
Week 4 18 March	**Creating an anti bias environment** *Weekly reading: Chapt 5 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)* • Assessing cultural and language demands and biases of classroom resources and processes for modification • Planning for effective teaching • Curriculum strategies • Strategies for self- and peer assessment
Week 5 25 March	**Planning models, theory and practice. Classroom structure and routines** *Weekly reading: Chapts 6 & 7 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)* • Planning models, theory and practice • Individual learning • Group learning • Keeping track of student learning: making judgments and recording results • Principles and strategies for reporting student achievement in the classroom

Week 6
 	
1 April
	Planning to teach
	
	Weekly reading: Chapts 8 & 9 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)
	
	    • Principles for planning
	    • Employing ICT applications to support specific syllabus outcomes, content and processes
	    • Meeting specific learning needs through inclusive practices (problem solving processes/ application of reasonable adjustment)
	    • Developing a program
	    • Developing an integrated unit of work incorporating the effective use of literacy strategies
	    • The Australian curriculum and NAPLAN
	    • Benchmarking and monitoring Australian student's academic achievements

Week 7
 	
8 April
	Working cross cultures
	
	no set reading this week conduct a desk top review of key policies and programs supporting Aboriginal student learning and family engagement
	
	    • Partnerships with families, communities and support services for Aboriginal students
	    • Communication strategies to develop learning partnerships with Aboriginal families and communities
	    • Issues for Aboriginal students and community members in relation to schooling
	
	ASSESSMENT 1 DUE Sunday 15th April at 11:55pm Turnitin

University Recess (Easter/ANZAC Day) **Mon 15 April – Fri 26th April, 2019**	

Week 8
 	
29 April
	Planning to teach
	
	Weekly reading: Chapt 10 unit textbook: Assessment and Reporting, Celebrating Student Achievement (Brady & Kennedy 2018)
	
	    • Culturally inclusive practices in relation to curriculum, classroom teaching and assessment
	    • Strategies and issues for teaching second language learners in the mainstream classroom

Week 9
 	
6 May
	Diverse family structures
	
	Weekly reading: Chapt 4: Differentiating Learning Experiences for Diverse Learners (Hudson, 2013 - Learning to Teach in the Primary School) via MQ Library
	
	    • Inclusive societies and communities
	    • Establishing partnerships with parents and the community for the education of students from culturally and linguistically diverse backgrounds
	    • Relevance of home and community literacy practices
	    • Collaborating with parents/caregivers to identify learning outcomes for students
	    • Differentiating Learning

Week 10	**Changing beliefs, changing practices**
13 May	*No set readings this week: engage with the following sites:*
	https://www.aitsl.edu.au/teach/improve-practice/reflect-on-practice
	https://www.aitsl.edu.au/deliver-ite-programs/teaching-performance-assessment
	• Role of reflective practice • Role of teacher in meeting diverse needs of learners • Professional development opportunities and the importance of personal planning to ongoing professional development • Understanding the Teaching Performance Assessment (TPA)

Professional Experience Placement (weeks 11, 12 & 13)

Mon 20th May – Fri 7th June

	ASSESSMENT 2 DUE Wednesday 12 June at 11:55pm Turnitin

Points for clarification with the unit outline

- Assessment 2 is attached to Professional Experience. Submission is not possible until the placement is completed.

Learning and Teaching Activities

Requirements prior to Professional Experience commencement

Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

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

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

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

Attendance for undergraduate units

All Internal tutorials begin in Week 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 (18 April 2019) 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
- 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.

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Further information: Academic Honesty: Understanding Collusion

Short Version

As a good student, you are responsible for ensuring academic integrity practices are followed at all times. Your first step is to read the University's Academic Honesty Policy, and make sure you know what constitutes good practice. Then make sure you know how to reference and cite correctly. There are other practices we need to consider and one of these is the potential for collusion.

Informal study groups are encouraged as a good way to assist your learning, but please

remember that all your independently assessed assignments must be totally independently completed. Unless you are doing a group project where each member contributes to producing one piece of work, for which you get the one mark, using part or all of someone else's work constitutes collusion and breaches the University's Academic Honesty policy.

Do not collude with any other student by selling, giving, lending, explaining or showing all or parts of your independently assessed work/answers/past or current assignments, and do not ask to buy, borrow, see and use all or parts of the work of another student.

Long Version

Academic integrity means you submit only your own work, and make it easy for the reader to work out which parts of your assignment are original and which parts come from named sources.

Collusion needs to be avoided

We value students collaborating together as part of their learning experience. Often students form informal study groups, where they share understanding of unit content, and approaches to the assessments. However, it is important to realize that unless you are doing Group Work for an assignment, all of the work you submit for individual assessment should be completely your own independent work. Students are encouraged to form study groups, but this must not involve collusion to present group work as the work of the individual.

How is an informal or formal study group different from engaging in Group Work?

Working in study groups is different from engaging in assessed Group Work. Working in Groups involves a group of students combining their efforts in different ways to produce an evaluated piece of work.

Please see the Macquarie university information on Group Work available at http://www.google.com.au/url?sa=t&rct=j&q=&esrc=s&source=web&cd=5&ved=0CEIQFjAE&url=http%3A%2F%2Fwww.students.mq.edu.au%2Fpublic%2Fdownload.jsp%3Fid%3D55221&ei=plG_U7jIDovHkAWisoDYAg&usg=AFQjCNHNASv9JxEF9vY-q4TcsSuCO2qVog&bvm=bv.70810081,d.dGI

What is collusion?

This is the unauthorised presentation of group work as your own. It may involve

- Working with someone to provide one piece of work
- Allowing others to share your assignment answer or copy your work
- Using the assignment answer or work of another student (past or present) with or without their permission. It is collusion even if only small parts of the assignment are used
- Allowing others to edit and write your work
- Editing or writing the work of another student
- Offering to do work for another student or seeking payment for preparing academic work for someone else

How can you avoid collusion?

- Do not share your findings or answers to an assignment

- Do not use another student's case studies, findings or ideas about an assignment

- Do not ask another student for a copy of their assignment

- Do not share your current or past assignments with another student (whether to "look at the structure" or any other reason).

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise

- Academic Integrity Module for Students

- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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

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

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Learning and teaching activities

- Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working

with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Commitment to Continuous Learning

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

This graduate capability is supported by:

Learning outcomes

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

Assessment task

- Assessment 2: Part A & B

Discipline Specific Knowledge and Skills

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

to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Learning and teaching activities

- Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Learning and teaching activities

- Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/ cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/ mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Problem Solving and Research Capability

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Learning and teaching activities

- Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/ cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/ mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Effective Communication

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

This graduate capability is supported by:

Learning outcomes

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

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Learning and teaching activities

- Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/

mod/resource/view.php?id=97 (online training and practical training requirements)
Anaphylaxis practical sessions will be conducted through the Professional Experience
Office. Students are required to keep a copy in their Professional Experience folder.

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's
historical context. They will be engaged with the challenges of contemporary society and with
knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,
sensitive to others and inclusive, and to be open to other cultures and perspectives: they should
have a level of cultural literacy. Our graduates should be aware of disadvantage and social
justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 3. Effectively communicate and develop rapport with students
- 4. Support children and families from diverse backgrounds in the classroom including
  Aboriginal and Torres Strait Islander children and families
- 5. Critically evaluate personal teaching practices
- 6. Identify the factors that influence curriculum decision making processes

Assessment task

- Assessment 2: Part A & B

Learning and teaching activity

- Requirements prior to placement notification (Working with Children check or equivalent,
  anaphylaxis and child protection) Further information with regards to requirements for
  placement can be found in the 2018/19 Professional Experience Handbook. The link to
  this is located on the iLearn site. Approval processes for working with Children checks:
  All students are required to complete the appropriate approval processes for working
  with children before commencing any observation days in school settings. Students are
  responsible for ensuring they have completed the necessary documentation for their
  State/ Territory. Students must be able to present evidence of completion prior to
  semester census date in order to receive a placement. Specific school placement
  requirements: Prior to commencing any school based Professional Experience
  placements (including observation days), students must complete two training sessions
  and present appropriate documentation prior to semester census date, in order to be
  eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/
  cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/

mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

Learning outcomes

- 3. Effectively communicate and develop rapport with students
- 4. Support children and families from diverse backgrounds in the classroom including Aboriginal and Torres Strait Islander children and families

Assessment tasks

- Assessment 1
- Assessment 2: Part A & B

Learning and teaching activities

- Requirements prior to placement notification (Working with Children check or equivalent, anaphylaxis and child protection) Further information with regards to requirements for placement can be found in the 2018/19 Professional Experience Handbook. The link to this is located on the iLearn site. Approval processes for working with Children checks: All students are required to complete the appropriate approval processes for working with children before commencing any observation days in school settings. Students are responsible for ensuring they have completed the necessary documentation for their State/ Territory. Students must be able to present evidence of completion prior to semester census date in order to receive a placement. Specific school placement requirements: Prior to commencing any school based Professional Experience placements (including observation days), students must complete two training sessions and present appropriate documentation prior to semester census date, in order to be eligible for a placement: • Child protection training: https://www.det.nsw.edu.au/proflearn/ cpat/cpat.html (online training only) • Anaphylaxis training: http://etraining.allergy.org.au/ mod/resource/view.php?id=97 (online training and practical training requirements) Anaphylaxis practical sessions will be conducted through the Professional Experience Office. Students are required to keep a copy in their Professional Experience folder.

Changes from Previous Offering

There has been a reduction in the number of assessment items now two worth 50% each (previously three assignments). There is a greater emphasis on preparing for the teaching performance assessment (TPA). A new textbook is being used that has greater alignment with the TPA