



ECED825

Early Childhood Professional Practice 2

S1 Day 2019

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	11
<u>Graduate Capabilities</u>	13
<u>Changes from Previous Offering</u>	16

Disclaimer

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

General Information

Unit convenor and teaching staff

Unit Coordinator

Belinda Davis

belinda.davis@mq.edu.au

Contact via +61 2 9850 8041

Building X5B, Level 2, Room 261

Lecturer/ Tutor/ Marker

Rosemary Dunn

rosemary.dunn@mq.edu.au

Contact via ilearn dialogue

Credit points

4

Prerequisites

ECED603 or ECED821

Corequisites

Co-badged status

Unit description

In this unit students will build on the knowledge of early childhood theory and practice that gained from your experiences in ECED603. Students will extend understanding of critical reflection and personal professional philosophy as a developing teacher. Central to this unit is a 20 day professional experience placement to develop awareness of the professional role and responsibilities of an early childhood teacher working with children from two to five years. This unit therefore combines theory and practice to enable students to construct practical knowledge of teaching and learning through guided reflection.

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:

Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years

Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour

Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children

Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting

Demonstrate the value of an anti bias approach when working with young children and their families

Demonstrate an understanding of the role of the reflective practitioner

General Assessment Information

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .docx 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.

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 academic staff member will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- **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.

Assessment Extensions & Late Penalties:

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.
- Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

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

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

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

University policy on grading

Criteria for awarding grades for assessment tasks

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

Descriptive Criteria for awarding grades in the unit

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

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

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

Withdrawing from this 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.

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. 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**.

The following guide can be purchased from the Co-op Bookshop. This is an assumed text:

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

Submissions of Family and Children's Records for 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 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 (or pseudonyms) 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
Newsletter	20%	No	29 Mar
An anti bias approach report	40%	No	3 May
Professional Experience	40%	No	11 Jun

Newsletter

Due: **29 Mar**

Weighting: **20%**

This assessment will enable students to articulate appropriate teaching strategies to use with children 2-5 year and determine appropriate strategies to guide young children's behaviour.

On successful completion you will be able to:

- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour
- Critically examine ideas, issues and principles connected with professional decision-

making as a teacher in an early childhood setting

- Demonstrate an understanding of the role of the reflective practitioner

An anti bias approach report

Due: **3 May**

Weighting: **40%**

This assessment will enable students to explore principles of anti bias education and their application with children 2-5 years.

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate the value of an anti bias approach when working with young children and their families
- Demonstrate an understanding of the role of the reflective practitioner

Professional Experience

Due: **11 Jun**

Weighting: **40%**

3a) Documenting children's learning - Components of the professional experience folder (40%)

3b) Professional Experience working as an early childhood teacher - Evaluation Report (S/U)

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate the value of an anti bias approach when working with young children and their families
- Demonstrate an understanding of the role of the reflective practitioner

Delivery and Resources

Please note: 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.

Requirements for this unit:

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

<https://timetables.mq.edu.au/2019>

- There will be four (4) day sessions for this unit throughout the semester. These sessions have been scheduled on the following Fridays:
 - 8th March
 - 5th April
 - 10th May
 - 7th June

Classes will be held in X5B 041 from 10am – 3pm.

1. Required Textbooks

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7th ed.) Victoria: Thomson.

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education.

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin.

Earlier editions of these textbooks will be suitable for this unit

Assumed Texts

Crowther, I. (2016). *Creating effective learning environments* (4th ed.). Ontario: Thomson.

2. Weekly required reading schedule:

There is a combination of readings from your textbooks and readings which can be sourced via Multisearch on the library website. A link is available through iLearn under: *Learning support & resources*. In addition to chapters from your textbooks, you will need to read the following:

Week 1

Early Years Learning Framework

http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning*

in early childhood settings. (7th ed.) Victoria: Thomson. Chapter 7 (or Chapter 7 in 2015 edition.)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin. Chapters 1 & 2 (or Chapter 1 in 2008 edition)

Week 2

Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. St. Paul, MN: Redleaf Press (chapter 6).

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 9)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin. Chapter 15 (or 2008 Chapter 13)

Week 3

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7th ed.) Victoria: Thomson. Chapter 9 (or Chapter 9 in 2015 edition.)

Epstein, A.S. (2015). *The intentional teacher. Choosing the best strategies for young children's learning*. Washington: NAEYC. (chapter 1)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin. Chapter 16 (or 2008 Chapter 14)

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 25)

Week 4

Derman-Sparks, L, LeeKeenan, L, & Nimmo, J (2015). *Leading anti-bias early childhood programs. A guide for change*. New York: Teachers College Press. (chapter 3)

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 22).

Week 5

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 25)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin. Chapters 5 & 6 (2008 Chapters 3 & 4)

Week 6

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7th ed.) Victoria: Thomson. Chapter 10 (or Chapter 10 in 2015 edition)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin. Chapter 13 (or 2008 Chapter 11)

2018 Department of Educational Studies (Early Childhood) Macquarie University Professional Experience Handbook.

Week 7

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7th ed.) Victoria: Thomson. Chapter 8 (Or Chapter 8 in 2015 edition)

Fleet, A., Honig, T., Robertson, J., Semann, A. & Shepherd, W. (2011). *What's pedagogy anyway*. Retrieved from:

<http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf>

Week 8

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4th ed.). Sydney: Allen & Unwin. Chapter 18 (2008 Chapter 17)

Ashton, J., Woodrow, C., Johnston, C., Wangmann, J., Singh, L., & James, T. (2008). Partnerships in learning: Linking early childhood services, families and schools for optimal development. *Australian Journal of Early Childhood*, 33(2), 10-16.

Week 9

Connor, J. (2012). *Foundations for learning: Relationships between the early years learning framework and the Australian curriculum (An ECA–ACARA paper)*. Retrieved from: http://foundationinquirylearning.global2.vic.edu.au/files/2013/06/ECA_ACARA_Foundations_Paper-2cq59mi.pdf

Dockett, S. & Perry, B. (2014). *Continuity of learning: A resource to support effective transition to school and school aged care*. Retrieved from: <http://docs.education.gov.au/node/36571>

Weeks 10, 11 & 12

Professional Experience

No required readings

Week 13

Reflections on Professional Experience

No required readings

The following texts can be downloaded from the links:

Australian Government Department of Education Employment and Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia*. Australia: Commonwealth of Australia. Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Australian Government Department of Education Employment and Workplace Relations. (2010). *Educators being, belonging & becoming: Educators' guide to the early years learning framework of Australia*. Australia: Commonwealth of Australia. Retrieved from <http://files.acecqa.gov.au/files/Educators-being-belonging-and-becoming-Educators-guide-to-the-early-years-learning-framework-of-Australia.pdf>

[a.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf](http://www.nqf.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf)

Early Childhood Australia. (2016). *Early childhood Australia code of ethics*. Retrieved from <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COE-Brochure-2016.pdf>.

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.

Access and technical assistance

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

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

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

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

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

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

Unit Schedule

This detailed information is available on ilearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/policy-central) (<https://staff.mq.edu.au/policy-central>)

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](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://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

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

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of the role of the reflective practitioner

Assessment tasks

- Newsletter
- An anti bias approach report
- Professional Experience

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years
- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate the value of an anti bias approach when working with young children and their families

Assessment tasks

- Newsletter
- An anti bias approach report
- Professional Experience

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate an understanding of the role of the reflective practitioner

Assessment tasks

- Newsletter
- An anti bias approach report
- Professional Experience

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Assessment task

- Professional Experience

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Demonstrate the value of an anti bias approach when working with young children and their families

Assessment tasks

- An anti bias approach report
- Professional Experience

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcome

- Demonstrate the value of an anti bias approach when working with young children and their families

Assessment tasks

- An anti bias approach report
- Professional Experience

Changes from Previous Offering

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

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 book work 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
- 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 single Education degree are advised to seek academic advice.