



ECED829

Early Childhood Postgraduate Internship

S2 Day 2019

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

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Tutor

Katie Wright

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Credit points

8

Prerequisites

ECED825

Corequisites

Co-badged status

Unit description

This unit enables students to refine their roles as early childhood teachers. During the internship students will have opportunities to strengthen their autonomy and independence as a teacher of young children as they explore their role within the centre and its local community. With increasing confidence, students will be able to justify their decision making as a teacher responding to the challenges of daily work in an early childhood centre. The internship contains a 30 day placement to be completed as three days a week over ten weeks. Students may complete the internship requirements in their own workplace where appropriate.

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:

Refine your teaching practices as an early childhood teacher

Take responsibility for your own learning

Demonstrate a depth of knowledge about selected areas of professional practice

Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Strengthen your critical reflective skills and enhance your academic skills

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

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

Draft Submissions & Turnitin Originality Reports

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

Please note:

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

Assignment extensions and late penalties

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

Requesting a re-assessment of an assignment

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

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

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

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following

descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

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

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

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

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

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

Withdrawing from this UG Unit

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

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Professional Portfolio</u>	100%	No	7 November
<u>Teaching Folder</u>	0%	No	1 November
<u>Professional Experience</u>	0%	No	1 November

Professional Portfolio

Due: **7 November**

Weighting: **100%**

The portfolio is a record of inquiries conducted while completing the internship. It is based on the question: **"What does being a teacher mean to me?"**

On successful completion you will be able to:

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Teaching Folder

Due: **1 November**

Weighting: **0%**

Students must maintain a professional record of teaching and learning while completing the internship. This is assessed by the mentor teacher. **No specific requirements** are set on how many observations/projects/experiences should be developed during the internship. This is done in negotiation with the student's mentor and early childhood setting.

On successful completion you will be able to:

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Professional Experience

Due: **1 November**

Weighting: **0%**

Students must successfully complete 30 days of internship teaching in a prior to school setting. You are supported in this endeavour by a mentor teacher and a tertiary supervisor.

On successful completion you will be able to:

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Delivery and Resources

DELIVERY

Four Friday workshop classes are held for this unit from 9.00am until 4.00pm (please see the detailed schedule in iLearn).

Workshop 1: 9 August

Workshop 2: 6 September

Workshop 3: 11 October

Workshop 4: 1 November

In the workshops students will discuss issues and questions arising from their internship and readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are also required to participate in small group activities, whole class discussion and to complete brief tasks either as individuals or in pairs. Attendance at all workshops is expected or work commensurate with missing the workshop will be required to be completed. There will be information in iLearn: <http://ilearn.mq.edu.au>

RESOURCES AND TEACHING MATERIALS

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of UNIT ECED829.

Prescribed Text:

There is no prescribed textbook for this unit. This is a capstone unit and students are expected to read widely and build on previous readings.

Depending on specific needs and relevant to internship contexts more literature can be prescribed/recommended during the session - in iLearn.

It is also expected that students have mastered APA referencing and get guidance by relevant resources, such as:

Perrin, R. (2015). *Pocket guide to APA style* (6th ed.). Wadsworth: Cengage Learning.

Readings to get you started ... Ideally you should be reading in areas that assist your thinking and reflection from your internship.

Australian Children's Education & Care Quality Authority. (2011). *Guide to the national quality standard*. Retrieved from <https://www.acecqa.gov.au/nqf/about/guide>

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

Bombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington D.C.: NAEYC.

Burman, L. (2009). *Are you listening? Fostering conversations that help young children learn*. St Paul, Minnesota: Redleaf Press.

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

Department of Education, Employment & Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Canberra: Commonwealth of Australia.

Department of Education, Employment & Workplace Relations (2010). *Educators belonging, being and becoming: Educators' guide to the early years learning framework for Australia*. Canberra: Commonwealth of Australia.

Department of Education, Employment & Workplace Relations (2010). *The early years learning framework in action: Educators' stories and models for practice*. Canberra: Commonwealth of Australia.

Danby, S., Fler, M., Davidson, C., & Hatzigianni, M. (2018). *Digital Childhoods. Technology in children's everyday lives*. Singapore: Springer publications.

Fellowes, J., & Oakley, G. (2014) *Language, Literacy and Early Childhood Education*. (2nd ed.). Australia/New Zealand: Oxford University Press.

Fleet, A., Honig, T., Robertson, J., Semann, A., & Shepherd, W. (2011). *What's pedagogy anyway? Using pedagogical documentation to engage with the early years learning framework*. Retrieved from <http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf>

Giamminuti, S. (2013). *"Dancing with Reggio Emilia: Metaphors for quality."* Mt Victoria, NSW: Pademelon Press.

Hadley, F., & Rouse, L. (2019). Parent partnerships—does compliance influence your practice? *The Spoke*: <http://thespoke.earlychildhoodaustralia.org.au/parent-partnerships-compliance-influence-practice/>

James, A., & Prout, A. (Eds.). (2015). *Constructing and reconstructing childhood: Contemporary*

issues in the sociological study of childhood. Routledge.

Jones, C. Hadley, F., Waniganayake, M., & Johnstone, M. (2019). Studying early childhood educator well-being: Applying Self Determination Theory as the theoretical framework. *New Zealand Research in Early Childhood Education*. 22 (2), p.9-17

MacNaughton, G. Rolfe, S., & Siraj-Blatchford, I. (Eds.) (2010). *Doing early childhood research: International perspectives on theory and practice*. UK: McGraw-Hill Education.

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

McDevitt, T. M., Ormrod, J. E., Cupit, G., Chandler, M., & Aloa, V. (2013). *Child Development and Education*. Frenchs Forest, NSW: Pearson.

Millikan, J., & S. Giamminuti.(2014). [Documentation and the Early Years Learning Framework](#). Australia: Pademelon Press.

NSW Department of Education and Communities. (2012). *Great Teaching: Inspired Learning Discussion Paper*. NSW Government.

Patterson, C., & Fleet, A. (2011). *Planning in the context of the EYLF: Powerful, practical and pedagogically sound*. *Research in Practice Series*, 19(2), Canberra: ECA.

Sims, M., & Hutchins, T. (2011). *Program planning for infants and toddlers: In search of relationships*. Sydney: Pademelon press.

Sims, M., Waniganayake, M. & Hadley, F. (2019). What makes good even better? Excellent EC leadership. *International Journal of Educational Management*. 33 (4), p.573-586. DOI: 10.1108/IJEM-01-2018-0032

Wiltz, N. W., Watson-Thompson, O., Cawley, H. S. & Skelley, H. A. (2008). *Developing and presenting a professional portfolio in early childhood education*. Student Enrichment Series.

Useful journals for this unit

Australasian Journal of Early Childhood (AJEC)

Australian Journal of Research in Early Childhood Education

Childcare Information Exchange

Child Development (Top Journal in the field)

Contemporary Issues in Early Childhood (online www.triangle.co.uk/ciec)

Early Childhood Research and Practice (online <http://ecrp.uiuc.edu/index.html>)

Early Childhood Research Quarterly (Top Journal in the field)

European Early Childhood Education Research Journal

Early Years

International Journal of Early Childhood

International Journal of Early Years Education

International journal of teacher

Journal of Teacher Education (all levels – Top Journal)

Journal of Early Childhood Research

Young Children

Key Australian website references:

Association for Childhood Education International: <http://www.acei.org>

Australian Education and Care Quality Authority (ACECQA): <http://acecqa.gov.au/>

Australian Community Children's Services (ACCS) (Previously NACBCS): <http://www.ausccs.org.au>

Australian Institute of Family Studies: <https://aifs.gov.au/>

Australian Institute of Health and Welfare: www.aihw.gov.au

Australian Association for Research in Education (AARE): <https://www.aare.edu.au/>

Australian Childcare Alliance: <https://www.australianchildcarealliance.org.au/>

Early Childhood Australia: <http://www.earlychildhoodaustralia.org.au/> (especially for information about the EYLF)

MyChild: <http://www.mychild.gov.au/>

European Early Childhood Research Blog: <https://www.eecera.org/blog/>

National Association for the Education of Young Childhood (American) (NAEYC) <http://www.naeyc.org>

Unit Web Presence

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.

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**.
- **Library databases:** You are required to use various research databases to locate sources for your assignment.

Using Turnitin

- *Turnitin* is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism (see Section 12. A link to *Turnitin* is embedded in *iLearn*. You must submit your work to *Turnitin*.

APA Style Central

This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 6.

Unit Schedule

SESSION 2 2019 TIMELINE		
July 29 – August 2	Week 1	Visit your placement for <i>two orientation days</i> if you are not in your workplace.
August 5 - August 9	Week 2	Friday 9 August Workshop 1
August 12 - August 16	Week 3	Internship commences Week 1
August 19 - August 23	Week 4	Internship continues Week 2
August 26 - August 30	Week 5	Internship continues Week 3
September 2 - September 6	Week 6	Internship continues Week 4 Friday 6 September Workshop 2
September 9 - September 13	Week 7	Internship continues Week 5

September 16 - September 20	Recess	Internship continues Week 6
September 23 - September 27	Recess	Internship continues Week 7
September 30 - October 4 <i>Labour Day: Monday 2 October</i>	Week 8	Internship continues Week 8
October 8 - October 11	Week 9	Internship continues Week 9 Friday 11 October Workshop 3
October 14 - October 18	Week 10	Internship continues Week 10
October 21 - October 25	Week 11	Internship makeup week for those affected by school holidays and illness.
October 28 - November 1	Week 12	Friday 1 November Workshop 4 Teaching Folder brought to Workshop 4 Friday November 1: Professional Experience Report due to PE office
November 4 - November 9	Week 13	Friday November 9: Professional Portfolio due

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(http](#)

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central)).

Student Code of Conduct

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

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

Attendance for undergraduate units

All Internal tutorials begin in Week 2 of Session.

Activities completed during weekly workshops 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. Work commensurate with missed days will need to be completed.

Unit Expectations

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

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 - attendance or completion of set tasks commensurate with attendance
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

In order to meet the Professional Experience placement expectations of this unit, students must:

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

Other important policies

Twice Fail Rule for Professional Experience Units

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

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

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

Student Support

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

Learning Skills

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

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

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

Student Enquiries

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

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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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 outcomes

- Refine your teaching practices as an early childhood teacher
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Assessment tasks

- Professional Portfolio
- Teaching Folder
- 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

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Assessment tasks

- Professional Portfolio
- Teaching Folder
- 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

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Assessment tasks

- Professional Portfolio
- 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:

Learning outcomes

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice

Assessment tasks

- Professional Portfolio
- 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

- Refine your teaching practices as an early childhood teacher

Assessment tasks

- Professional Portfolio
- Teaching Folder
- 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 outcomes

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Assessment tasks

- Professional Portfolio
- Teaching Folder
- Professional Experience