ECHP2220

Professional Experience 2

Session 1, Infrequent attendance, North Ryde 2020

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Convenor
Susan Reade
susan.reade@mq.edu.au
Contact via dialogue through iLearn

Fay Hadley
fay.hadley@mq.edu.au
Contact via 98509833
29WW384
Susan Reade is convening the unit and will be your main contact this semester

Credit points
10

Prerequisites
(((ECH120 or ECHE120 or ECHE1200 or ACOM1001 or ACSH100) and (ECHP1220 or ECHP122)) and (admission to BEd(ECE)(0-12) or BTeach(ECE)))

Corequisites

Co-badged status

Unit description
Students are provided with ways of making learning visible, whilst exploring a variety of theories on how children learn. They are assisted to develop observations and begin to think about implications for planning. Students are also taught skills in basic planning and ways to record thoughtful, reflective observations that connect to planning. A range of strategies that provide guidance on ways to support young children's learning is central to the unit. This includes examining teaching strategies that support ways of working with children from birth to five years. Students engage in active, careful and critical reflection as part of their commitment to teaching whilst considering the Early Years Learning Framework. Students practice these skills as they complete 20 days of teaching experience in prior to school early childhood settings.

Important Academic Dates

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

Learning Outcomes

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

ULO1: Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.

ULO2: Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.

ULO4: Explore and practice a range of teaching techniques in the professional experience placement.

ULO3: Recognise the importance of environments and how they influence children's learning.

ULO5: Begin to recognise behavioural characteristics of children and develop strategies for guiding children's behaviour.

ULO6: Engage in active, careful and critical reflective practice.

ULO7: Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

ULO8: Successfully observe, plan and document the children's learning whilst on PE.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult iLearn for revised unit information.

Find out more about the Coronavirus (COVID-19) and potential impacts on staff and students

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 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 this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

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

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. The following generic grade descriptors provide university-wide standards for awarding final grades.

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016"

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.

Units with Submissions of Family & Children's Records

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, adhere to ethical practices and are the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

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.

 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 pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

Student resource support document - please read:

http://ishare.mq.edu.au/prod/file/82029e7b-3959-4b93-b654-28a6cbaa1193/1/
191203%20MQ%20Student%20support%20for%20DoES%20students.pdf

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/
display/unit_status

Required texts

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

Department of Education, Employment & Workplace Relations. (2009). Belonging, Being and Becoming. The Early Years Learning Framework for Australia. Canberra, ACT: Commonwealth of Australia.

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 there, as will other relevant unit notices and materials, including the lectures that you need to listen to each week.

Various activities and materials for discussion and critical reflection are included and for you as an external student you are especially 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 ECHO360. You must listen to all lectures. PowerPoint slides are available in the Active Learning Tool.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services here.

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.

Other useful information about how the teaching is structured.

Structure

The unit comprises twelve one-hour lectures and a one on campus day, plus two virtual zoom sessions before each assessment is due. In the on campus or via the discussion forum 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. Students are required to participate in small group activities and 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 on the unit iLearn site.

Attendance Requirements

Attendance at on campus days for external students is required. You can choose to particpate in the two zoom meetings but these will help you with your assessments. 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

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult iLearn for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

ECHP2220 Weekly Schedule

Week	Lecture	Zoom meeting/On Campus Sessions	Readings and Assessment due dates
W1 24/2	L1. **Theories and Perspectives** Available recorded online by A/Prof Fay Hadley L2. **National Quality Framework, National Quality Standard, and Early Years Learning Framework** Available recorded online by Dr Sandra Cheeseman	NO	Arthur et al (2018) Chapter 1 and 3 DEEWR (2009) Early Years Learning Framework ACECQA – (2018) Guide to National Quality Standard Other information is available in the ACECQA and DEEWR folders on iLearn – peruse through all these.
W2 2/3	L3. **Assessment for and of Learning** Available recorded online by Dr Rebecca Andrews L4. **Environment as the Third Teacher** Available recorded online by Dr Rebecca Andrews	NO	Arthur et al. (2015) Chapter 8 and 10 Di Santo et al., (2017)
W3 9/3	L5. **Making Learning Visible – Planning** Available recorded online by Dr Rebecca Andrews L6. **Making Learning Visible – Authentic Documentation** Available recorded online A/Prof Fay Hadley	YES Zoom session **11th March 7-8pm** for Assess 1	Arthur et al. (2018) Chapter 6 and 7 Porter (2016) Chapter 5
W4 16/3	L7. **Building Relationships with Children and Guiding Their Behaviour** Available recorded online by A/Prof Fay Hadley	YES on campus **Sat 21st March 9am-4.30pm**	Arthur et al. (2018) Chapter 9 Porter (2016) Chapter 2 Coyne et al., (2016) **Assessment 1 due 19th March 11.55pm**
W5 23/3	L8. **Building Relationships with Staff and Families** Available recorded online by A/Prof Fay Hadley	NO	Arthur et al. (2018) Chapter 2 Hadley and Rouse (2018)
W6 30/3	**Professional Experience**		
W7 6/4	**Professional Experience**		
13/4	**Professional Experience** and Mid Semester Break		
20/4	Mid Semester Break and Study Period		

W8 27/4	No lecture.	NO	No Set Readings
W9 4/5	L9. **Reflecting on Professional Experience and beginning a Professional Portfolio** Available recorded online by A/Prof Fay Hadley	External zoom session **6th May 7-8pm** for PE debrief and Assess 2	Australian Professional Teaching Standards Brownlee, Ferguson and Ryan (2017) **Assessment 2a due 8th May to PE Office (submitted online by Supervising Teacher)**
W10 11/5	L10. **Philosophy of Teaching in Early Childhood and an Introduction to the Teacher Performance Assessment** Available recorded online by Dr Rebecca Andrews	NO	Arthur et al (2018) Chapter 5 **Assessment 2b due 14th May 11.55pm**
W11 18/5	L11. **ECA lecture link**: Talking About Practice P lay Based Learning Available recorded online by A/P Lennie Barblett.	NO	No Set Readings
W12 25/5	No lecture.	NO	No Set Readings
W13 1/6	No lecture.	NO	No Set Readings

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.)*

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 (http

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

Student Code of Conduct

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

Results

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

Attendance

Activities completed during on campus day 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 the campus day is expected and the roll will be taken.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending the on campus day.

- Students are expected to listen/attend weekly lectures before completing tasks and attending the on campus day.

- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

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 [Note: Please do not email staff from any email account other than your uni email account.]

- The Dialogue function on iLearn

- Other iLearn communication functions

External Students

1. The on-campus session on Sat 21st March 9-4.30pm is essential to student engagement and learning, and attendance 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 iLearn for specific details about time and location regarding the on-campus.

2. Prior to the on-campus session, you should have read the **prescribed readings and listened to the lectures weeks 1-4**. 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 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

To be eligible to commence the block placement component of this unit, students

- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block

- Must meet the participation requirements for the unit, which includes attending the on campus day on Saturday 21st March 9-4.30pm..

- 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 assessments.

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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

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.