EDST8211

Professional Practice 2: Teaching Human Society and its Environment in the Primary School

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

Disclaimer

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Unit Convenor
Neil Harrison
neil.harrison@mq.edu.au

Lecturer
Mridul Sood
mridul.sood@mq.edu.au

Credit points
10

Prerequisites
EDST8206

Corequisites
EDST8204 and EDST8207

Co-badged status

Unit description
This Professional Experience unit will help prepare initial teacher education students for classroom teaching. Effective practice in any subject area is culturally sensitive and inclusive. Students learn more effectively when their teachers know them and how they learn. This unit develops teacher education students' ability to critically review and apply pedagogical content knowledge relating to the Australian curriculum and related syllabus documents with the focus on research-informed teaching about people and places in the History and Geography syllabuses. It requires them to synthesise current research regarding quality classroom practice to analyse and evaluate how they will teach the key concepts and skills of History and Geography in K-6 classrooms, including Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia without perpetuating stereotypes and generalisations. This unit incorporates a professional experience placement in a primary school where initial teacher education students will implement their knowledge of learning and teaching in a primary school context.

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: Demonstrate research informed knowledge and understanding of the syllabus content and requirements of the NSW Syllabus: History and Geography.

ULO2: Implement teaching strategies informed by critical review of literature that develop students' knowledge of diverse cultures and communities, including Aboriginal and Torres Strait Islander histories, cultures and languages, and Asia and Australia's engagement with Asia.

ULO3: Critically reflect on the conceptual difficulties of teaching students about Aboriginal and Torres Strait Islander histories, cultures and languages.

ULO4: Integrate technology across History and Geography.

ULO5: Undertake a critical evaluation of key issues relating to the teaching for History and Geography in Primary years.

ULO6: Analyse and apply content and pedagogical knowledge to design effective learning experiences and meet curriculum and assessment requirements.

ULO7: Critique (or reflect on) one's professional practice and that of their peers.

General Assessment Information

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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment

will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- 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.
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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.

Unit guide EDST8211 Professional Practice 2: Teaching Human Society and its Environment in the Primary School

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.

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.
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 PG 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
Representing other cultures in the classroom	45%	No	04 September
Learning from Country	50%	No	23 October

Name	Weighting	Hurdle	Due
ASSET Survey	5%	No	Varies

Representing other cultures in the classroom

Assessment Type [1]: Essay
Indicative Time on Task [2]: 22 hours
Due: **04 September**
Weighting: **45%**

Write a critical evaluation of one of our most highly valued methods of teaching about other cultures - teaching children to understand others through empathy. Your evaluation must be based in the body of research literature, and you need to carefully consider issues around teaching difficult histories

On successful completion you will be able to:

- Critically reflect on the conceptual difficulties of teaching students about Aboriginal and Torres Strait Islander histories, cultures and languages.
- Undertake a critical evaluation of key issues relating to the teaching for History and Geography in Primary years.
- Analyse and apply content and pedagogical knowledge to design effective learning experiences and meet curriculum and assessment requirements.

Learning from Country

Assessment Type [1]: Design Task
Indicative Time on Task [2]: 25 hours
Due: **23 October**
Weighting: **50%**

Draw on a range of texts to define the concepts of Country and Learning from Country for Stage 3 students. Design a Learning from Country task that would require students K-6 to collect, analyse and present data to their class. Explain how learning from Country helps to avoid some of the dilemmas of representation.

On successful completion you will be able to:

- Demonstrate research informed knowledge and understanding of the syllabus content

and requirements of the NSW Syllabus: History and Geography.

- Implement teaching strategies informed by critical review of literature that develop students' knowledge of diverse cultures and communities, including Aboriginal and Torres Strait Islander histories, cultures and languages, and Asia and Australia's engagement with Asia.
- Integrate technology across History and Geography.

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 3 hours
Due: **Varies**
Weighting: **5%**

The 5 part ASSET will provide the Department of Educational Studies with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the Department of Educational Studies teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the Department of Educational Studies with valuable information to revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the Department if you choose.

On successful completion you will be able to:

- Critique (or reflect on) one's professional practice and that of their peers.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Compulsory Texts:

Harrison, N. & Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait*

Islander Education (3e). Melbourne: Oxford University Press.

NESA (2017). Geography K-10. Retrieved from: http://syllabus.nesa.nsw.edu.au/assets/geographyk10/downloads/geographyk10_full.pdf

NESA (2012). *History K-6: Syllabus*. Retrieved from: http://syllabus.nesa.nsw.edu.au/assets/historyk10/downloads/historyk10_full.pdf

Recommended additional texts:

Baker, J. (2016). *Circle*. Walker Books.

Baker, J. (2010). *Mirror*. Walker Books.

Butler, J. (2009). *Frames of war: When life is grievable*. London: Verso.

Butler, J. (2006). *Precarious life: The powers of mourning and violence*. London: Verso.

Clague, L., Harrison, N., Stewart, K. & Atkinson C., (2018). Thinking outside the circle: reflections on school-based garden research. *Australian Journal of Indigenous Education*. doi 10.1017/jie.2017.21

Do, A. & Do, S. (2011). *The Little Refugee*. Allen & Unwin

Guitart, D., Pickering, C., & Byrne, J. (2014). Color me healthy: Food diversity in school community gardens in two rapidly urbanizing Australian cities. *Health & Place*, 26, 110-117

Gilbert, R & Hoepper, B (eds.), (2014). Teaching humanities and social sciences: history, geography, economics & citizenship in the Australian curriculum (5e). South Melbourne (Vic): Centage Learning.

Harrison, N. & McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. *Geographical Research,* 55:4, 359-368.

Harrison, N. (2017). *Learning and Teaching on Darug Country*. Retrieved 15 June 2020: https://learndarug.com/

Harrison, N. (2017). Putting oneself in the shoes of another: Issues of empathy and intercultural understanding in the Australian geography curriculum. *International Research in Geographical and Environmental Education. 26:4,* pp. 269-280.

Harrison, N. (2017) Learning and teaching on Darug Country: http://learndarug.com/

Harrison, N. and Greenfield, M. (2011). Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies. *Critical Studies in Education*, 52, 65-76.

MacNaughton, G. & Davis, K. (2001). Beyond 'othering': Rethinking approaches to teaching young Anglo- Australian children about Indigenous Australians. *Contemporary Issues in Early Childhood, 2*(1), 83-93.

Marsden, J. & Tan, S. (1998). *The Rabbits*. Lothian.

Nelson, E., & Christensen, K, (2009). Photovoice in the Middle: How our students experience

learning at school and beyond. *New Zealand Journal of Teachers' Work*, 6 (1), 35-46.

Pearson, N. (2009). Radical Hope: Education and Equality in Australia*. In Quarterly Essay. 35: 1.*

Respect, Relationships, Reconciliation Topic 3: Inclusive Pedagogies http://rrr.edu.au/unit/module-2/topic-3/

Information about the unit iLearn site

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

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

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

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

Lectures

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

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

Access and technical assistance

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

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

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

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

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

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

Structure

The unit comprises a one-hour lecture and a two-hour tutorial. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

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 (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

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

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 tand 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.

Attendance for Master of Teaching units

All Internal tutorials begin in Week 1 of Session.

Attendance at synchronous/face to face tutorial activities, completion of individual/group tasks, involvement in forums, and any other learning activities in this unit are compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% requirement to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements].

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address
- The *Dialogue* function on iLearn
- Other iLearn communication functions

ASSET Survey

Assessment: ASSET Survey

Due: Varies

Weighting: 5%

Description: Completing the Annual Student Survey of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET will provide the School of Education with a detailed understanding of our students and their experiences; including, who they are, their attitudes and beliefs about education, and how prepared they feel to work as teachers. In addition, as part of the registration of the School of Education teacher preparation programs with the NSW Education Standards Authority, we are specifically required to collect impact data on programs. The proposed annual survey will serve the purpose of providing part of these mandatory data. Further, it will provide the School of Education with valuable information to

revise and improve the programs offered to students. Finally, you may elect to make your de-identified data available to researchers in the School if you choose.

Please note that identifying data will only be held by the School of Education Research Administrator, Mridul Sood, and will not be released to the unit convenor or any academic staff in the School. Full information is available when you open the survey.

The survey is in 5 parts and you will be awarded 1% for completion of each part for each unit in which you are enrolled that includes ASSET as part of the assessment. **Please make absolutely sure that you select ALL the relevant units in which you are enrolled when completing each survey.**

After finishing each survey, you will be presented with a screen that confirms your successful submission along with a recommendation that you screenshot this confirmation. In addition, an automated emailed confirmation of completion will be sent to the email address you nominate. To minimise the risk of this email being diverted to your spam folder, please add noreply@mq.edu.au and trigger@qemailserver.com to your email white list. If you have not received the email, please check your spam folder.

NOTE THAT EITHER THE SCREENSHOT OR EMAIL ARE SUFFICIENT EVIDENCE OF SUCCESSFUL COMPLETION IN CASE OF DISPUTE. YOU DO NOT NEED BOTH.

Participation marks will be uploaded **AFTER** the final date for completion for each part of the survey into the Grades section of iLearn. Marks will normally be uploaded within a week of the final completion date and **an announcement will be made on iLearn when the participation marks are available.**

If your convenor allows display of marks in the Grades section of iLearn, completion of each survey will be indicated by a mark of "1" and noncompletion by a mark of "0". If your convenor has iLearn setup to display grades only, completion of the survey will be indicated by a "HD" and noncompletion by a "F".

If you have any difficulties accessing the survey or questions regarding participation marks, please contact the School of Education Research Administrator, Mridul Sood, at ed_research@mq.edu.au. When making enquiries please ensure that the following information is included in your email:

NAME (exactly is it appears in iLearn):

STUDENT NUMBER (check this is correct):

ASSET SURVEY PART ABOUT WHICH YOU ARE ENQUIRING:

UNIT(S) ABOUT WHICH YOU ARE ENQUIRING:

SPECIFY YOUR ENQUIRY:

Please note the Research Administrator works part-time and during peak periods it may take up to 10 days to respond to your enquiry.

Enquiries regarding missing marks must be submitted within 7 days of the results being released, except where there is documented disruption to studies.

You may complete the surveys any time before the final date for completion. Final dates for completion of each part and links are provided below and each survey must be completed before 11.59 pm:

Part 1:   1 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_9yLeIsU1IBMUKAI

Part 2: 15 September

Link: https://mqedu.qualtrics.com/jfe/form/SV_7ak8Qq9gPidlpIN

Part 3: 1 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_2sebMJ4Vge1qUJv

Part 4: 15 October

Link: https://mqedu.qualtrics.com/jfe/form/SV_6txfR6mOONBB857

Part 5: 1 November

Link: https://mqedu.qualtrics.com/jfe/form/SV_1KSIaWam49lfuE5

Late Assessment Penalty

Late Assessment Penalty

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Professional Experience Unit Placement Expectations

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