



ECHP1220

Professional Experience 1

Session 2, Special circumstance 2020

Macquarie School of Education

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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

Helen Little

helen.little@mq.edu.au

Contact via via iLearn dialogue

Tutor

Anne-Maree Tonkin

Contact via via iLearn dialogue

Credit points

10

Prerequisites

Admission to BEd(ECE)(0-12) or BTeach(ECE)

Corequisites

ECH113 or ECHE1130

Co-badged status

Unit description

This unit combines university based early childhood study with practical experience in an early childhood setting. The coursework prompts students to reflect on the nature of an early childhood curriculum, the early childhood teacher's role in teaching and learning, and contemporary issues related to the practice of teaching young children. In this unit, students also acquire foundational skills for curriculum decision making. These skills include observation based assessment of children's interests, development and learning and other strategies to facilitate children's engagement, learning and development. Students employ these skills as they complete 10 compulsory days of professional experience in a prior-to-school early childhood setting.

Important Academic Dates

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

Learning Outcomes

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

ULO1: Understand the professional environment of early childhood teaching.

ULO2: Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.

ULO3: Interact with young children in a way that supports relationship formation, learning and development.

ULO4: Complete and interpret observations of individual and small groups of children and identify implications for learning.

ULO5: Demonstrate an understanding of the role of the reflective practitioner.

General Assessment Information

Full instructions for each assignment, including the assessment criteria can be found in the assignment guide attached to the ECHP3250 iLearn site.

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.

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.

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.

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:** 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.

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>P (Pass).</p>	<p>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</p>
<p>F (Fail)</p>	<p>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.</p>

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.*

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](#).

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1: Preparation for Professional Experience	40%	No	see iLearn
Assessment 2: Professional Experience Tasks	60%	No	2/11/2020

Assessment 1: Preparation for Professional Experience

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 14.5 hours

Due: **see iLearn**

Weighting: **40%**

Part A. Preparation of ePortfolio for Professional Experience. Part B. Finger Play, Action Song and Transition Resource, Part C. Observation Records. Word count: 2000 words.

On successful completion you will be able to:

- Understand the professional environment of early childhood teaching.

- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.
- Complete and interpret observations of individual and small groups of children and identify implications for learning.
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment 2: Professional Experience Tasks

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 21.5 hours

Due: **2/11/2020**

Weighting: **60%**

Students submit material from their Professional Experience eportfolio (what they did whilst on PE Placement). These are reflective tasks that are completed on PE. Word count: 3000 words.

On successful completion you will be able to:

- Understand the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for learning.
- Demonstrate an understanding of the role of the reflective practitioner.

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

Required Textbooks

These texts can be purchased from Booktopia.

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

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

* Note this text is required in ECHP1220, ECHP2220 and ECHP3250

School of Education Relevant Documents The information in this Unit Guide must be read in conjunction with the information on iLearn and the ECHP1220 Professional Experience Requirements

Unit Structure

The unit comprises pre-recorded lectures and online tutorials. 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. Please refer to iLearn for further information. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Electronic Communication During semester time, staff may contact students using the following ways:

- Dialogue function on iLearn
- Official MQ Student Email Address
- It is the student's responsibility to check all electronic communication on a regular weekly basis.

Professional Experience Unit Placement Expectations

- Students are required to complete 10 days of Professional Experience at an early childhood centre for children aged birth-5
- 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 attendance and participation requirements for the unit
 - A Working with Children Check or State/ Territory equivalent
 - 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 convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.

- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- Students may not be able to commence their placement until all alleged academic integrity 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

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.

Unit Schedule

Modules
Early Childhood Theories of Practice National Quality Framework, National Quality Standard, and Early Years Learning Framework
Assessment Observations
Learning Environment
Planning
Building Relationships
Reflections on Professional Experience and Future Professional Experiences

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.*)

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://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

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

Results

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

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.