ECHP2230

Professional Experience 3

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
Dr Iain Hay
iain.hay@mq.edu.au
Contact via via email - please do not leave a phone message, best to email directly
29 Wally's Walk, Room 386
by appointment, via phone, email and in person (on Zoom)

Catherine Jones
catherine.jones@mq.edu.au

Credit points
10

Prerequisites
(EDUC260 or EDUC2600) and (ECHP222 or ECHP2220) and (ECH232 or ECHE2320) and admission to BED(ECE)(0-12)

Corequisites
ECHE234 or ECHE2340

Co-badged status

Unit description
This unit provides students with an understanding of the primary school environment. They will explore relationships between prior-to-school and school settings, understanding of ACARA and NESA, strategies for managing behaviour and working in partnership with families, colleagues and communities. Students will develop their assessment, planning and teaching skills through participation in a 20 day Professional Experience placement in a primary school classroom.

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:** Identify the role of NSW Education Standards Authority (formally known as the
>   Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the

Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.

ULO2: Identify the importance of links and transition processes between schools and prior to school services.

ULO3: Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.

ULO4: Show knowledge of the range of policies pertaining to specific employer groups in school settings.

ULO5: Observe and assess children in context.

ULO6: Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).

ULO7: Demonstrate their role as a reflective practitioner.

ULO8: Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

ULO9: Demonstrate a professional standard of English expression in written and oral work throughout the unit.

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: 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 (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
Transition to school	15%	No	Week 3, 16/8/20 at 11:55pm
Children's behaviour	40%	No	Week 7, 13/9/20 at 11:55pm
PE Documentation	45%	No	Week 13, 8/11/20 at 11:55pm

Transition to school

Assessment Type [1]: Essay
Indicative Time on Task [2]: 14 hours
Due: **Week 3, 16/8/20 at 11:55pm**
Weighting: **15%**

This assessment will enable students to develop an understanding of transition to school processes and strategies from the primary school perspective. (1000 words reference list not included)

On successful completion you will be able to:
• Identify the importance of links and transition processes between schools and prior to

school services.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.

Children's behaviour

Assessment Type [1]: Essay
Indicative Time on Task [2]: 40 hours
Due: **Week 7, 13/9/20 at 11:55pm**
Weighting: **40%**

The purpose of this assessment is to articulate appropriate strategies to guide children's behaviour and the theories which underpin these strategies.(2000 words reference list not included)

On successful completion you will be able to:
- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.
- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

PE Documentation

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 30 hours
Due: **Week 13, 8/11/20 at 11:55pm**
Weighting: **45%**

Professional Experience documentation (2000 words not including reference list)

On successful completion you will be able to:
- Identify the role of NSW Education Standards Authority (formally known as the Board of Studies, Teaching and Educational Standards NSW (NSW BOSTES) and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify the importance of links and transition processes between schools and prior to school services.
- Identify and demonstrate effective strategies and theories which underpin guiding children's behaviour.
- Show knowledge of the range of policies pertaining to specific employer groups in school settings.

- Observe and assess children in context.

- Plan for children in the school setting using outcomes and indicators from the Key Learning Areas (KLAs).

- Demonstrate their role as a reflective practitioner.

- Demonstrate understanding of philosophy of working in partnership with school staff, families and different communities.

- Demonstrate a professional standard of English expression in written and oral work throughout the unit.

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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

There are weekly online activities and curriculum provocations for students to discuss and reflect on. This will allow students to prepare for the Zoom delivery of the virtual 'on campus' days later in the semester.

Unit Schedule

Week beginning	Topic/Lecture/Tutorial	Readings

Week 1 July 27	Setting the context • Role of NSW Board of Studies in Curriculum • Policies and legislation which impact on teachers • Professional Standards Framework • Support documents, resources, personnel and referral agencies which interact with schools • Australian Curriculum, Assessment and Reporting Authority (ACARA)	Familiarise yourself with the following websites. *NSW Syllabus for the Australian Curriculum* http://syllabus.bos.nsw.edu.au/ *Australian Institute for Teaching and School Leadership* http://www.aitsl.edu.au/ Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapters 1 & 2

Week 2
 	
Aug 3
	Linking early childhood services and schools
	
	• Teaching, learning & curriculum in a changing world
	
	    • Understanding the NSW context
	
	• Professional dialogue
	
	    • Transition points in schooling
		Text book: *Teaching Challenges & Dilemmas*
		
		(Ewing et al. 2020), Chapter 6

Week 3 (online lecture) Aug 10	Planning in the school setting • Making observations K-6 and linking to NESA syllabus documents • Linking to the Outcomes and Indicators • Teaching and learning strategies • Learning goals in lesson preparation • Tools for planning ASSESSMENT 1 DUE 16th August at 11:55pm	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapter 8

Week 4 Aug 17	**Guiding children's behaviour** • Theories of discipline, links to practice • Personal beliefs about children and behaviour • Gaining rapport • Safety in school • Key policies, documents, resources, personnel and referral agencies **CENSUS DATE 23 AUGUST**	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapter 4
Week 5 (online lecture) Aug 24	**Guiding behaviour and engaging students** • Positive student behaviour and promotion of positive relationships within the classroom • Intervention to manage disruptive student behaviour • Students with special needs within the school setting including strategies to facilitate success • Discipline/ crisis/ emergency response for disruptive student behaviour • Working in partnership with others: parents/ counsellors/ other teachers	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapter 10

Week 6
 	
Aug 31
	Guiding behaviour and engaging students
	
	• Strategies from the field - the learning environment
	   • Some tips about classroom management
	   • Behaviour policies - what you need to know
	   • Engaging students through well planned curriculum and learning activities
		Text book: *Teaching Challenges & Dilemmas*
		
		(Ewing et al. 2020), Chapter 5

Week 7 (online lecture) Sept 7	**Planning in the school setting** • Lesson development and sequencing, catering for individual needs within a group • Teaching and learning strategies for meeting the needs of diverse learners (Indigenous, EAL/D, special education, GAT) • Integrated units of work **ASSESSMENT 2 DUE 13th September at 11:55pm**	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapters 3 & 9
RECESS 14 - 25 SEPT		
Week 8 Sept 28	**Assessing student learning** • Assessment types • Assessing student learning • Providing feedback – oral and written, work samples with focus on literacy needs • Links between outcomes and assessment strategies • Reporting • Strategies for record keeping • Assessment to inform future planning	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapter 11
Week 9 Oct 5 (Public Holiday) (online lecture & e-tutorial activities)	**Philosophy: Working with others** • Strategies to assist with developing learning partnerships with families – including Aboriginal families, families from non-English Speaking backgrounds, families with children with additional needs and behavioural needs • Assumptions underpinning one's teaching practice • Strategies to assist with home/ community connections and literacy practices with families • Creating partnerships	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapter 12

Week 10 Oct 12		
Week 11 Oct 19	**Professional Experience block placement: 12 Oct - 30 Oct**	
Week 12 Oct 26		
Week 13 Nov 2	**Philosophy: Moving forward** • Changing practices, challenging philosophy • Keeping abreast of current research **ASSESSMENT 3 DUE 8 November at 11:55pm**	Text book: *Teaching Challenges & Dilemmas* (Ewing et al. 2020), Chapters 7 & 13

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m
q.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-centr
al). 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.m
q.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/p
olicy-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

Macquarie School of Education Procedures

In addition, the following policies and procedures of the Macquarie School of Education are applicable in this unit.

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) 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.

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

External Students

1. The on-campus sessions on (insert dates) are essential to student engagement and learning and attendance on all days 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 this unit guide.

1. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. 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.

1. 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 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, which involves weekly online modules, online forum postings, unit reading and PE preparation.

- 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.

On campus sessions

The on campus sessions for this year will be delivered via online activities including Zoom:

Day1 - 24 September (9:00-5:00)

Day2 - 25 September (9:00-5:00)

Please note due to COVID-19 the 'on-campus' activities will be delivered via online activities/ Zoom. Further specific details and any updates about times and Zoom links will be posted on iLearn as an Announcement during first half of the semester.

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.