



ECHP3250

Professional Experience 5

Session 2, Special circumstance 2020

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

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 and lecturer

Helen Little

Contact via via iLearn dialogue

29 WW, Room 235

Lecturer

Luke Touhill

Contact via via iLearn dialogue

Credit points

10

Prerequisites

ECHP222 or ECHP2220 and ECHE220 or ECHE2200

Corequisites

Co-badged status

Unit description

This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. Students in this unit will explore and examine theories of learning and develop a critical understanding for (i) observing, recording and planning for diverse learners, (ii) provisioning the outdoors as a learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Students will continue to develop their teaching skills and complete 20 days of Professional Experience in an 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: Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.

ULO2: Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.

ULO3: Examine the outdoors as a learning space and develop strategies for embedding

sustainability in the prior to school setting.

ULO4: Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.

ULO5: Engage in active, careful and critical reflective practice.

ULO6: Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

ULO7: Observe, plan and document the children's learning whilst on PE.

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.
- **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.**
- 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.

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.*

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
Planning for Diversity	40%	No	27 September
Professional Experience Placement	0%	Yes	Weeks 10 - 12
Teaching in Practice	60%	No	6 November

Planning for Diversity

Assessment Type ¹: Field work task

Indicative Time on Task ²: 15 hours

Due: **27 September**

Weighting: **40%**

Situational analysis: Analysis of aspects of diversity and identification of implications for teaching (1500 words)

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Professional Experience Placement

Assessment Type ¹: Field work task

Indicative Time on Task ²: 65 hours

Due: **Weeks 10 - 12**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

15 day block placement plus 5 observation days in early childhood setting

On successful completion you will be able to:

- Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- Observe, plan and document the children's learning whilst on PE.

Teaching in Practice

Assessment Type ¹: Field work task

Indicative Time on Task ²: 20 hours

Due: **6 November**

Weighting: **60%**

Work samples: Evaluation of outdoor environment (900 words); analysis of learning outdoors (4 pages); Summative assessment of children- 's learning (1200 words)

On successful completion you will be able to:

- Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
 - Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
 - Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
 - Engage in active, careful and critical reflective practice.
 - Observe, plan and document the children's learning whilst on PE.
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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

Unit Expectations

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

Expected Academic Literacy Level

As a 3000-level unit, students are expected to demonstrate a fully functional level of academic literacy in their assignment work. The expectation levels are listed below. Students whose work does not meet these standards are at risk of failing the unit.

Students will receive feedback on their demonstrated level of academic literacy in assignment 1.

Note that work that breaches the Macquarie University academic honesty policy (see Academic honesty and plagiarism section below) will attract significant deductions in marks and may, in some cases, be referred to the Faculty discipline committee for consideration. Penalties may

apply beyond those specified above.

Key academic literacy skill	Expected level of performance
Assignment requirements are addressed using a satisfactory level of academic written expression, appropriate to the genre of the assignment.	<p>Each required part of the assignment has been addressed.</p> <p>The assignment is generally well structured, demonstrating logically organised ideas and concepts.</p> <p>There may be minor spelling or grammatical errors which make the meaning unclear in small portions of the assignment.</p> <p>The assignment complies with the specified word limit.</p>
Unit readings and other appropriate academic sources are used to support the views expressed in assignments	<p>Relevant curriculum and pedagogy academic sources, including the set unit readings, have been used to support the ideas expressed in the work.</p>
APA 7th referencing style is used to correctly acknowledge sources through in-text citations and a reference list.	<p>A consistent effort has been made to use the APA 7th referencing and citation style. There may be a few style errors and/or some inconsistencies that will need to be addressed in future assignments.</p> <p>All consulted sources have been acknowledged through in-text citations and included in the reference list.</p> <p>Quoted material has been appropriately represented in quotation marks, with in-text citations to correctly identify the source.</p>

Unit Structure

This unit is taught in tutorial mode, delivered either face to face or online (depending on COVID-19 social distancing restrictions) during the timetabled tutorial times. These tutorials are supported by pre-recorded online lectures, readings and reflection tasks. Students will be informed of the tutorial delivery mode via iLearn.

Online lectures have reflection questions and tasks that students are required to complete prior to the relevant weekly tutorial. Weekly readings also form the basis for tutorial discussions. Tutorials are structured to include whole and small group discussions and tasks, as well as independent work. **Effective preparation is required, and attendance is expected.**

The unit comprises one 1-hour lectures and a 2-hour tutorial (or equivalent thereof). In tutorials 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, complete brief tasks either as individuals or in pairs, and to read the weekly material and complete any associated online tasks in advance as preparation. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Lectures

Weekly lectures are available on the web through ECHO360. **All lectures are pre-recorded** and

will be available no later than Monday each week (as timetabled).

Attendance Requirements

Attendance at all tutorials (whether online or face-to-face) is 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>

Tutorials begin in Week 1 of Session.

Activities completed during tutorials and online tasks are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet ACECQA requirements].

Internal Students: Content is delivered via tutorials which take place from week 1 to 9 (inclusive) and Week 13 of the session. Tutorials are delivered during the weekly timetabled tutorial times on Mondays (either by Zoom or face-to-face depending on COVID-19 social distancing restrictions). Online tutorials are delivered via Zoom, and students will be provided with the online tutorial link via the relevant weekly section on iLearn.

External Students: Two sessions are scheduled on the **22nd August** and **3 October**. Details of start times and duration and format (Zoom or face-to-face depending on COVID-19 social distancing restrictions) will be provided on iLearn.

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 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 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.

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.

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

- 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>

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

Required and recommended texts

Textbooks:

- Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in Early Childhood settings* (7th ed.). Melbourne: Cengage.
- Little, H., Elliott, S., & Wyver, S. (2017). *Outdoor learning environments: Spaces for exploration, discovery and risk-taking in the early years*. Sydney: Allen & Unwin.
- Porter (2016). *Young children's behaviour*. (4th ed). Sydney: Allen & Unwin.

Note: You should have most of these texts already from other units.

Other weekly readings (available via Leganto unit readings)

Popova, A. (2015). 'Vygotsky Rocks'! An argument that helps use Lev Vygotsky's ideas in early years practice. In M. Reed & R. Walker (Eds), *A critical companion to early childhood* (Chapter 7, pp. 84-92). London: Sage.

Kilderry, A. (2015). Repositioning developmentalism. In M. Reed & R. Walker (Eds), *A critical companion to early childhood* (Chapter 10, pp. 116-126). London: Sage.

Freeburn, T. (2011). Boys can't look after babies. In M. Giugni & K. Mundine, *Talkin' up and speakin' out: Aboriginal and multicultural voices in early childhood* (Constellation 2.1, pp. 65-78). Sydney: Pademelon Press.

Madden, L. (2010). Disability. In M. Giugni & K. Mundine (Eds), *Talkin' up and speakin' out: Aboriginal and multicultural voices in early childhood* (Constellation 4.2, pp. 145-162).

Goodfellow, J. (2016). Flexible and sustainable learning environments. In J. Ailwood, W. Boyd & M. Theobald, *Understanding early childhood education and care in Australia* (Chapter 13, pp. 271-293). Sydney: Allen & Unwin.

Elliott (2013). Exploring Sustainability. *Rattler 105*, 22-24.

Guigni, M. (2014). *Rethinking images of inclusion*. Canberra: ACT Professional Support Coordinator

Fleer, M. (2018). *Intentional teaching of cultural competence in play-based settings: a cultural-historical view*. Canberra: ECA.

White, N. & Ottmann, J. (2016). Indigenous children, families, and early years education in Australia and Canada. In A. Farrell & I. Pramling Samuelson, *Diversity in the Early Years: Intercultural Learning and Teaching* (Chapter 6). Oxford University Press.

Hunter, L. & Sonter, L. (2012). Meaningful learning environments (Chapter 3). *Progressing Play. Practicalities, intentions and possibilities in emerging co-constructed curriculum*. Warner, Qld: Consultants at Play.

Casey, T. (2007). Outcomes for children & settings (Chapter 7). *Environments for outdoor play*. London: Sage.

Greenfield, C. (2011). *Outdoors is where we need to be*. Auckland: Manukau Institute of

Technology.

Robertson, J. (2100). Who needs a forest? *Rattler*, 99, 10-13.

Maack, I. & Howard, C. (2014). Inclusion zone. *Rattler*, 110, 6-9.

Piper, C (2014). Getting Everyone Ready. *Every Child*, 20(4), 8-10.

Lewin-Benham, A. (2010). *Infants and toddlers at work* (Chapters 9 & 10). New York: Teachers College Press.

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 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.

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**.

Unit Schedule

Date (week beginning)	Lecture Content	Lecturer	Required Readings
Week 1 27 July	Key Themes 1. Introduction to unit 2. Overview of key themes - Outdoor Learning, Diversity and Difference, Transitions and Guiding Behaviour.	Helen Little	Popova, A. (2014). Vygotsky Rocks. In Reed and Walker (Chapter 7) Kilderry, A. (2014). Repositioning developmentalism. In Reed and Walker (Chapter 10).
Week 2 3 August	Planning for Diversity and Difference	Jenni Burgess	Freeburn (2011) Boys can't look after babies. In Giugni & Mundine (Constellation 2.1) Madden, L. (2010). Disability. In Giugni & Mundine (Constellation 4.2, pp. 145-162). Porter (2016) Meeting children's need to belong: Care and connection (Chapter 8)
Week 3 10 August	The outdoors as a learning environment – beyond running and climbing	Helen Little	Goodfellow, J. (2016). Flexible and sustainable learning environments. In Ailwood, Boyd & Theobald (Chapter 13) Elliott (2013). Exploring Sustainability. <i>Rattler</i> 105, 22-24. Porter (2016) Supporting Children's self-regulation (Chapter 13)
Week 4 17 August	Moving beyond individual experiences – planning for sessions and half days	Helen Little	Arthur et al. (2018). Reflective and evaluative practice (Chapter 4) Guigni, M. (2014). Rethinking images of inclusion. DEEWR (2009) The Early Years Learning Framework. Porter (2016). Solving persistent problems (Chapter 14)
Week 5 24 August	ATSI contexts – honouring land and learning from Indigenous ways.	Michelle Hamilton	Fleer (2018). Intentional teaching of cultural competence. White, N. & Ottmann, J. (2016). Indigenous children, families, and early years education. In Farrell & Pramling Samuelson (Chapter 6). Lee-Hammond & Jackson-Barrett (2017) Indigenous perspectives on outdoor learning environments. In Little et al. (Chapter 11). Porter (2016) Solutions for children's emotional difficulties. (Chapter 15)

Week 6 31 August	Documenting learning with a focus on record keeping for individuals and groups	Luke Touhill	Hunter, L. & Sonter, L. (2012). <i>Progressing Play</i> - Chapter 3 meaningful learning environments ACECQA (2017). Guide to the NQS. Porter, L. (2016), Solutions to children's social difficulties (Chapter 16)
Week 7 7 September	Transforming the outdoor environment: Making the most of what you've got	Helen Little	Greenfield, C. (2011). Outdoors is where we need to be. Casey, T. (2007) Outcomes for children & settings (Chapter 7). Robertson, J. (2010). Who needs a forest? <i>Rattler</i> , 99, 10-13. Mackey (2017). Strengthening children's agency in outdoor learning environments. In Little et al. (Chapter 8)
Week 8 28 September	Documenting children's learning: Summative assessment	Helen Little	Arthur et al. (2018). Assessing and planning for children's learning (Chapter 8) Maack & Howard (2014). Inclusion Zone. <i>Rattler</i> 110
Week 9 5 October	Transition to School Statement	Luke Touhill	NSW Transition to School Statement & Support Documents Piper, C (2014). Getting Everyone Ready. <i>Every Child</i> 20(4), 8-10. Porter, L. (2016). Interventions for children with atypical development (Chapter 17).
Week 10 12 October	Professional Experience		
Week 11 19 October	Professional Experience		
Week 12 26 October	Professional Experience		
Week 13 2 November	The outdoors for infants & toddlers	Helen Little	Lewin-Benham, A. (2010). <i>Infants and toddlers at work</i> (Chapters 9 & 10). New York: Teachers College Press.

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

Specific Relevant School of Education Policies and Procedures

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.

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 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
- 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

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 BTeach) 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.