EDST8238

Professional Practice 2: Literacy and Numeracy for Diverse Learners

Session 2, Infrequent attendance, North Ryde 2021

Macquarie School of Education

Contents

Disclaimer

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Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of units with mandatory on-campus classes/teaching activities.

Visit the MQ COVID-19 information page for more detail.

General Information

Unit convenor and teaching staff
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Credit points
10

Prerequisites
EDST8237

Corequisites
10cp from EDST8220 - EDST8234

Co-badged status

Unit description
This Professional Experience unit will help prepare students for classroom teaching by developing understanding of literacy and numeracy demands generally and in specific secondary subject area(s). Effective classroom teaching in any subject area is culturally sensitive and inclusive. Students learn more effectively when their teachers know them and how they learn. Learning experiences in the unit will focus on knowledge of the principles and strategies of literacy and numeracy and how these can be implemented in teaching subject areas to support and engage diverse learners. Independent practitioner research will be undertaken during the Professional Experience component of the unit affording the opportunity to evaluate and better understand the impact of cultural and learning backgrounds on student learning.

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 significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.

ULO2: Analyse the numeracy and literacy demands of subject areas and syllabuses materials and the implications for effective classroom practice.

ULO3: Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.

ULO4: Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.

ULO5: Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.

ULO6: Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.

ULO7: Critique prior cultural assumptions and beliefs about teaching literacy and numeracy and demonstrate a reflexive approach to improving knowledge and practice of teaching.

ULO8: Explore, implement and evaluate a range of evidence based teaching techniques in the professional experience placement.

ULO9: Critique (or reflect on) one's professional practice and that of their peers.

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them. **Please copy the following into your Unit Guide:**

<u>**Assessment Presentation and Submission Guidelines**</u>

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 <u>NOT</u> required.

<u>**Draft Submissions & Turnitin Originality Reports**</u>

- 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.

<u>**Please note:**</u>

- 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.

<u>**Assignment extensions and late penalties**</u>

- 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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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 <u>all</u> 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 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
Portfolio of learning strategies and resources	50%	No	11:59 5/9/2021
Independent research project	45%	No	11:59 8/11/2021
ASSET Survey	5%	No	11:59 8/11/2021
PE evaluation report	0%	No	13/11/2021

Portfolio of learning strategies and resources

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 25 hours
Due: **11:59 5/9/2021**
Weighting: **50%**

Portfolio of learning strategies and resources for teaching numeracy and literacy in diverse classrooms. Including analysis of subject area text for bias, suitability for linguistically diverse classrooms and annotated to show relevant theory and research.

On successful completion you will be able to:
- Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.
- Analyse the numeracy and literacy demands of subject areas and syllabuses materials and the implications for effective classroom practice.
- Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.
- Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.
- Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.
- Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.

Independent research project

Assessment Type [1]: Project
Indicative Time on Task [2]: 24 hours
Due: **11:59 8/11/2021**
Weighting: **45%**

Designing and conducting a proposed small-scale practitioner research project relating to literacy/numeracy and EALD learners 1500 words)

On successful completion you will be able to:
- Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.
- Analyse the numeracy and literacy demands of subject areas and syllabuses materials and the implications for effective classroom practice.
- Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.
- Employ the principles and practices of literacy and numeracy in planning for and teaching in diverse classrooms.
- Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.
- Undertake independent research to interpret data relating to student backgrounds and

learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.

• Critique prior cultural assumptions and beliefs about teaching literacy and numeracy and demonstrate a reflexive approach to improving knowledge and practice of teaching.

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **11:59 8/11/2021**
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.

PE evaluation report

Assessment Type [1]: Report
Indicative Time on Task [2]: 0 hours
Due: **13/11/2021**
Weighting: **0%**

PE evaluation report

On successful completion you will be able to:

• Understand the significance of the social construction of literacy in syllabus materials and for classroom practice with diverse student populations.

• Analyse the numeracy and literacy demands of subject areas and syllabuses materials and the implications for effective classroom practice.

• Develop knowledge of a range of text types typical of secondary subject areas, their schematic structure and grammatical features and wider understandings of teaching reading and writing in subject areas and more broadly.

• Employ the principles and practices of literacy and numeracy in planning for and

teaching in diverse classrooms.

- Evaluate the significance of cultural and linguistic factors for numeracy, mathematics, language development and literacy.

- Undertake independent research to interpret data relating to student backgrounds and learning needs and design research and theory informed culturally inclusive and sustaining experiences and resources.

- Critique prior cultural assumptions and beliefs about teaching literacy and numeracy and demonstrate a reflexive approach to improving knowledge and practice of teaching.

- Explore, implement and evaluate a range of evidence based teaching techniques in the professional experience placement.

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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 Reading:

Cavanagh, M. & Prescott, A. (2015). *Your professional experience handbook*. Pearson Australia: Frenchs Forest.

Clarke, M. & Pittway, S. (2014). *Marsh's Becoming a teacher* (6th Ed.). Frenchs Forest: Pearson Australia (retain from EDST314)

NSW Government (n.d). *Literacy and numeracy*. Retrieved from

https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/literacy

NSW Government (n.d) *Literacy and Numeracy Strategy* 2017-2020. Retrieved from

https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/literacy-and-numeracy-strategy-2017-2020/Literacy-and-numeracy-strategy-FULL_document.pdf

Rossbridge, J. and Rushton, K. (2011). *Conversations about text 2*. Newtown, NSW. Primary English Teachers' Association.

Numeracy skills framework. Retrieved from

https://numeracyskills.com.au/what-is-numeracy

International Literacy Association

https://www.literacyworldwide.org/get-resources/position-statements

Recommended additional texts:

AITSL (n.d). *Teaching performance assessment.* Retrieved from https://www.aitsl.edu.au/deliver-ite-programs/teaching-performance-assessment

Australian Council for Educational Research (ACER) (2010). *School-community partnerships in Australian schools*. Retrieved from https://research.acer.edu.au/cgi/viewcontent.cgi?article=1006 &context=policy_analysis_misc

Cameron,. G., Frydenberg, E. & Jackson, A. (2018). How young refugees cope with conflict in culturally and linguistically diverse urban schools. *Australian Psychologist*, 171-180. doi:10.1111/ap.12245

Cohen, L., Manion, L. & Morrison, K. (2011). *Research methods in education* (7th ed.). New York, NY: Routledge.

Comber, B., & Nixon, H. (2011). Critical reading comprehension in an era of accountability. *Australian Educational Researcher*, *38*(2), 167–179.

Cummins, J. (1986). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 56 (1), 18–36. https://doi.org/10.17763/ haer.56.1.b327234461607787

Cummins, J. (2001). Bilingual children's mother tongue: Why is it important for education?. *Sprogforum*, 7(19), 15-20 Retrieved from http://www.teachilearn.com/cummins/mother.htm

Davison, C., & Ollerhead, S. (2018). But I'm not an English teacher! Disciplinary literacy in Australian science classrooms. In K-S. Tang, & K. Danielsson (Eds.), *Global developments in literacy research for science education* (pp. 29-43). Cham, Switzerland: Springer, Springer Nature. https://doi.org/10.1007/978-3-319-69197-8_3.

Dutton, J. & Rushton, K. (2018b). Confirming identity using drama pedagogy: English teachers' creative response to high-stakes literacy testing In: *English in Australia*. 53(1), p. 5-14.

Forrest, J., Lean, G. & Dunn, K. (2015) Challenging racism through schools: teacher attitudes to cultural diversity and multicultural education in Sydney, Australia, *Race Ethnicity and Education*, 19:3, 618- 638, doi: 10.1080/13613324.2015.1095170

Geiger, Vince, Goos, Merrilyn and Dole, Shelley L. (2014). Curriculum intent, teacher professional development and student learning in numeracy. *Mathematics curriculum in school education*. Edited by Yeping Li and Glenda Lappan. Dordrecht, Netherlands: Springer.473-492.https://doi.org/10.1007/978-94-007-7560-2_22

Goos, Merrilyn, Vince Geiger and Dole, Shelley (2014). Transforming professional practice in numeracy teaching. T*ransforming mathematics instruction: multiple approaches and practices*. Edited by Yeping Li, Edward A. Silver and Shiqi Li. New York, United States: Springer.81-102.

Goos, M. E., Lincoln, D., Coco, A., Frid, S., Galbraith, P., Horne, M., Jolly, L., Kostogriz,

A., Lowrie, T., Short, P. M. and Gholam, M. (2004). *Home, school and community partnerships to support children's numeracy*. Canberra: Department of Education, Science and Training.

Lewthwaite, B., Osborne, B., Lloyd, N., Boon, H., Llewellyn, L., Webber, T., Wills, J. (2015). Seeking a pedagogy of difference: What Aboriginal Students and their parents in North Queensland say about teaching and their learning. *Australian Journal of Teacher Education*, 40(5), 132-159.

Moriarty, B. (2018). *Research skills for teachers*. Allen & Unwin: Crows Nest.

Ollerhead, S., Crealy, I., & Kirk, R. (2020). Writing like a health scientist: a translingual approach to teaching text structure in a diverse Australian classroom. *Australian Journal of Applied Linguistics*, *3*(1), 77 - 90 https://doi.org/10.29140/ajal.v3n1.301.

Ollerhead, S. (2019). The pre-service teacher tango: Pairing literacy and science in multilingual Australian classrooms. *International Journal of Science Education*. https://doi.org/10.1080/09500 693.2019.1634852.

Ollerhead, S. (2019). Teaching across semiotic modes with multilingual learners: translanguaging in an Australian classroom. *Language and Education*, *33*(2), 106-122. https://doi.org/10.1080/09500782.2018.1516780.

Ollerhead, S. (2018). Pedagogical language knowledge: preparing Australian pre-service teachers to support English language learners. *Asia-Pacific Journal of Teacher Education*, *46*(3), 256- 266. https://doi.org/10.1080/1359866X.2016.1246651.

O'Shaughnessy, T. E., & Swanson, H. L. (2000). A comparison of two reading interventions for children with reading disabilities. *Journal of Learning Disabilities*, *33*(3), 257–277.

Serafini, F. (2012). Expanding the four resources model: Reading visual and multi-modal texts. *Pedagogies: An International Journal*, *7*(2), 150–164.

Research on Strategies for Improving Numeracy Instruction

https://numeracyskills.com.au/research-on-strategies-for-improving-numeracy-instruction

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**.

<u>Structure</u>

The unit comprises weekly lectures and two on-campus tutorial days. 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.

Unit Schedule

See iLearn for details

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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.

Attendance Requirements

Attendance at synchronous/face to face tutorial activities, completion of individual/group tasks, involvement in forums, and any other learning activities in this unit is **compulsory** *as the Master of Teaching is a professional qualification. All students must meet the 80% requirement.*

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 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.

2. 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.

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

- 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.

5Rs Framework

5Rs Framework The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Resilience: You will reflect on how you take on feedback in your professional experience placement

Responsiveness: You will analyse the literacy and numeracy needs of a case study student on your placement