



# ECHP4240

## Professional Experience 7

Session 2, Infrequent attendance, North Ryde 2021

*Macquarie School of Education*

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#### **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

Academic Co-ordinator

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Credit points

10

Prerequisites

ECHP421 or ECHP425 or ECHP4250

Corequisites

Co-badged status

Unit description

This final professional experience unit prepares students for their professional career. The aim of the unit is to build the confidence and capacity of students with a focus on curriculum decision making that reflects the needs of the setting and the student's personal philosophy of teaching. Students are required to complete the Teaching Performance Assessment.

## 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:** Undertake candid self-assessment of progress towards both the unit learning outcomes and the Professional Teaching Standards

**ULO2:** Identify the importance of socially just practices associated with educational settings for children, families, and community

**ULO3:** Critically evaluate and utilise relevant theoretical and research literature to support teaching decisions

**ULO4:** Synthesise knowledge and skills development throughout the program in a teaching performance assessment

**ULO5:** Implement the requirements of the relevant statutory processes in relation to early childhood curriculum

**ULO6:** Communicate effectively as ethical, reflective and informed teachers when working with colleagues, children, families and other education and community stakeholders.

## General Assessment Information

**ASSET - Additional Information** Completing five (5) Annual Student Surveys of Education for Teaching (ASSET) forms part of the assessment for this unit. The ASSET surveys provide the School of Education with a detailed understanding of our students: including your background, skills and experiences, wellbeing, and how prepared you feel to work as teachers. As part of our registration with the NSW Education Standards Authority (NESA), we are required to collect data about our students and programs. ASSET provides part of these mandatory data. Further, ASSET provides us with valuable information to tailor the programs and initiatives we offer to you (e.g. around LANTITE, wellbeing, and within units). You may elect to make your de-identified data available to researchers in the School if you choose.

**Completing each survey** There are 5 ASSET surveys, each worth 1%. Note that this is a hurdle assessment task in this unit. This means that you must complete the ASSET surveys in order to pass this unit. Please ensure that you complete this requirement early!

### 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 - 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 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 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](https://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">ASSET Survey</a>	5%	Yes	23.55 10/09/2021
<a href="#">Professional Experience Evaluation Report (Supervising Teacher Report)</a>	45%	Yes	23.55 17/09/2021
<a href="#">Teaching Performance Assessment</a>	50%	No	23.55 05/10/2021

### ASSET Survey

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **23.55 10/09/2021**

Weighting: **5%**

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

A survey related to university experience.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the unit learning outcomes and the Professional Teaching Standards

### Professional Experience Evaluation Report (Supervising Teacher Report)

Assessment Type <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **23.55 17/09/2021**

Weighting: **45%**

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

The student attends Professional Experience and this report is submitted by the supervising teacher as an assessment of the student when on placement.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the unit learning outcomes and the Professional Teaching Standards
- Identify the importance of socially just practices associated with educational settings for children, families, and community
- Critically evaluate and utilise relevant theoretical and research literature to support teaching decisions
- Synthesise knowledge and skills development throughout the program in a teaching performance assessment
- Implement the requirements of the relevant statutory processes in relation to early childhood curriculum
- Communicate effectively as ethical, reflective and informed teachers when working with colleagues, children, families and other education and community stakeholders.

## Teaching Performance Assessment

Assessment Type <sup>1</sup>: Teacher performance assessment

Indicative Time on Task <sup>2</sup>: 65 hours

Due: **23.55 05/10/2021**

Weighting: **50%**

Teacher Education Student will complete the Teaching Performance Assessment in the final Professional Experience unit in their program. The Teacher Education Student needs to also refer to their Professional Experience Requirements for the unit as this will support the evidence s/he collects whilst on placement. Please review these documents to understand what you are required to do to meet the TPA requirement.

On successful completion you will be able to:

- Undertake candid self-assessment of progress towards both the unit learning outcomes and the Professional Teaching Standards
- Identify the importance of socially just practices associated with educational settings for children, families, and community
- Critically evaluate and utilise relevant theoretical and research literature to support teaching decisions
- Synthesise knowledge and skills development throughout the program in a teaching performance assessment



- Implement the requirements of the relevant statutory processes in relation to early childhood curriculum
  - Communicate effectively as ethical, reflective and informed teachers when working with colleagues, children, families and other education and community stakeholders.
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<sup>1</sup> 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.

<sup>2</sup> 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

### Lectures:

- in week 1 there is no lecture as scheduled in the timetable.
- In weeks 2 and 4 the lectures scheduled in the timetable will operate as a flipped learning classroom. These lectures will have a zoom link. Dr Rebecca Andrews and A/P Fay Hadley will be present to respond to live questions about the MQTPA. Students can post questions on iLearn in the General Discussion forum by the Wednesday prior to the lecture. These will be recorded.

The MQTPA content is largely delivered through EDSTCOMM – see the section titled **Teaching Performance Assessment**.

The MQTPA content - lectures, podcasts, mini powerpoint presentations and AITSL resources are all available from the beginning of the semester. Please listen to and view these as soon as you are able and before the week 2 flipped lecture session. The content on EDSTCOMM includes but is not limited to:

- **Online MQTPA Lectures:** a series of mini lectures available on EDSTCOMM in the Section titled Teaching Performance Assessment Dr Rebecca Andrews, A/P Michael Cavanagh, A/P Hadley, Dr Iain Hay
- **MQTPA Podcasts:** a series of podcasts available on EDSTCOMM in the Section titled Teaching Performance Assessment Dr Rebecca Andrews, A/P Michael Cavanagh, A/P Hadley, Dr Iain Hay
- **MQTPA AITSL Resource Series:** a series of powerpoint slides available on EDSTCOMM in the Section titled Teaching Performance Assessment AITSL resource compiled by Dr Rebecca Andrews



## Tutorials

- All students: tutorials on Thursdays in weeks 1- 4. In second week of recess there will be a drop-in session for MQTPA support on Thursday 23rd September 6pm - 7pm. In week 8 students will present their MQTPA Viva Voce presentation via zoom. Links to the zoom sessions will be provided in iLearn.
- Transition to the Profession activities occur throughout the second half of the semester.

Students will discuss issues and questions arising from the lectures and prescribed readings and are expected to base their arguments/discussions on evidence from published research and other relevant material. There is an iLearn site for the unit providing additional readings, links and materials. Some lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au> and some through EDSTCOMM iLearn site. Students are required to participate in small group activities, whole class discussion, to read the weekly material and complete some tasks in advance of tutorials, and to complete brief tasks either as individuals or in pairs in tutorials.

**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. Various activities, materials, electronic links and suggested references will be included in iLearn. Please check the iLearn site regularly.

## Readings

This PE unit is the culmination of your learning in the degree, therefore, in addition to the readings provided on iLearn, you will need to draw on your professional library – accumulated over your degree and source additional readings as you consider the MQTPA requirements and what literature you need to support your MQTPA. Complete the set readings over weeks 1 - 4. Please also read the information contained in the weblinks provided – (ACARA) Australian Curriculum Resources, AITSL Graduate Teacher Standards – Illustrations of Practice Examples, ACECQA Resources and Supporting Materials and ECA website.

**Access and technical assistance** Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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](http://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 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

<b>Week 1</b> Tutorial 1 Thursday July 29 <sup>th</sup> : Welcome to the Unit session in each tutorial this week. There will be online tasks to complete in preparation for the tutorial – see iLearn.	
<b>Week 2</b> Flipped Lecture Session Thursday August 5 <sup>th</sup> at 10am – 10.50am via zoom link. Tutorial 2 Thursday August 5 <sup>th</sup> : There will be online tasks to complete in preparation for the tutorial – see iLearn.	
<b>Week 3</b> Tutorial 3 Thursday August 12 <sup>th</sup> : There will be online tasks to complete in preparation for the tutorial – see iLearn.	
<b>Week 4</b> Flipped Lecture Thursday August 19 <sup>th</sup> at 10am – 10.50am via zoom link. Tutorial 4 Thursday August 19 <sup>th</sup> : There will be online tasks to complete in preparation for the tutorial – see iLearn.	
<b>Weeks 5 - 7</b> <b>Professional Experience August 23rd – September 10th.</b>	
<b>Recess</b>	
<b>Recess</b> Thursday September 23rd 6pm - 7pm MQTPA support optional drop-in session via zoom.	
<b>Week 8</b> Viva Voce Sessions are on this week on Thursday September 30 <sup>th</sup> . In week 1 or 2 - all students will enrol into a session. Sessions will run throughout the day and evening for two hour time slots. You only attend your session.	
<b>Week 9</b> <b>Teaching Performance Assessment due Tuesday 5<sup>th</sup> October 2021 11.55pm.</b>	
<b>Weeks 9-13</b> School of Education <b>Transition to the Profession</b> sessions will be held in September and October. We encourage you to participate in these. Exact dates and times to be advised.	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[pport/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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

**School of Education Procedures** In addition, the following policies and procedures of the 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 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 and the MQTPA Via Voce sessions 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 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** The four weekly sessions in weeks 1-4 and the Viva Voce Sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.

## Passing a Professional Experience Unit

In order to pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

## 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. For school placements this must be verified by DoE before your first placement. Complete and email: The practicum students declaration and a copy of relevant ID documents to the department's probity unit at least two weeks prior to the start date of your first professional experience placement. You will also need to present photo ID on your first day of professional experience.
- 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
- Read and acknowledge agreement to abide by the DoE Code of Conduct (school placements only)
- Child Protection Awareness Training (CPAT) (school placements only) (once only)
- Mandatory Child Protection Training (school placements only) (annually)

For more details re school placement requirements see: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->. This includes completing the pre-service teacher acknowledgement: [https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-resources/Document2\\_Pre-service\\_teacher\\_Acknowledgement\\_October\\_2020.pdf](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/professional-learning/pre-service-teacher-resources/Document2_Pre-service_teacher_Acknowledgement_October_2020.pdf)

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 2 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>

### **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.

### **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 (Unit Convenor to define participation requirements)
- 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

## **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](http://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](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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.

## 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** practiced inside and outside of the classroom.

In order to be more resilient to the stresses of the teaching environment, teachers need to be aware of, and maintain, their holistic health and sense of coherence. They need the confidence and clarity of mind to manage uncertain and complex issues and unexpected events whenever they arise in their career.

Teaching is demanding for everyone; however, it has been observed that the teachers who thrive on challenges are those who are able to draw on their personal resources and the social and structural supports around them.

- **Reflexive** in their teaching practice.

Teaching is about understanding multiple and changing ecologies of learning. This encompasses individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, and the effects of government policy.



Teachers must recognise and mediate all these elements, along with their own motivations and priorities. A reflexive approach to teaching assists in making effective and impactful decisions that ensure quality student outcomes on a daily basis.

- **Responsive** to students, colleagues, parents and professional communities.

Teaching is a relational profession. The best teachers make deep connections with their students, parents and communities. Most of us remember a great teacher, not because of what they taught, but because they were *inspiring*. They engaged us through the personal connections they made with us, and their recognisable care for our wellbeing and success.

- **Ready** to learn.

When teachers graduate from university, they are far from the end of their learning journey, but rather just at the beginning.

The ongoing pursuit of learning is a mark of a quality teacher. There are always new methods and ideas to try. But in practice, learning needs are not a one-size-fits-all affair. Teachers need to identify their individual learning needs within the context of their career. Then, they can pursue that learning to the benefit of both themselves and their students.

- **Research engaged** throughout their career.

Effective teaching practice is based on evidence. This evidence can come from their own research in the classroom and the latest academic research in learning, teaching, motivation, cognition, curriculum, technologies and spaces, to name a few. A critical understanding of data is essential, allowing it to be analysed and woven back into practice.

Data can be big or small – both types are equally important. Big data includes large-scale standardised testing, which is great for identifying unfolding trends in the teaching sector. Small data includes things like classroom assessment, which gives us details about how and why students are succeeding or failing in specific areas.

The 5Rs framework can help teachers stay focused on what's important. It can give teachers the confidence to keep at their career, strive for personal improvement and maximise their positive impact on students.

## Changes since First Published

Date	Description
14/07/2021	Reordering Assessments to be in order by due dates. Additional Information on ASSET added.