EDST4060

Practice of Teaching: Transition to the Early Childhood Profession

Session 2, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Viviana Botero Lopez
viviana.botero-lopez@mq.edu.au
29WW - Room 370
Book via iLearn Dialogue

Credit points
10

Prerequisites
EDST4050 or ECHP425 or ECHP4250 or ECHP421

Corequisites

Co-badged status

Unit description
Students are placed in an early childhood setting relevant to their course requirements. In preparing students for their professional career this professional experience combines both day to day responsibility for a class or group of children along with a practitioner inquiry project based on a self-assessment of their teaching. 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 complete a placement in a birth to five 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: Undertake candid self-assessment of progress towards the Professional Teaching Standards.

ULO2: Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

ULO3: Critically evaluate and utilise relevant theoretical and research literature to

support teaching decisions.

ULO4: Synthesise knowledge and skills developed 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 the correct file has been uploaded, that their submission has been successful, and that it 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.

- 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.

- Late Assessment Submission Penalty

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of '0' (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.

This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings, etc.). Late submission of time sensitive tasks (such as tests/ exams, performance assessments/presentations, scheduled practical assessments/labs, etc.) will only be addressed by the unit convenor in a Special Consideration application. Special Consideration outcome may result in a new question or topic.

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

ASSET Survey

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)

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 throughput 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

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 throughput 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.

[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

Assessment Tasks

Name	Weighting	Hurdle	Due
Professional Experience Evaluation Report (Supervising Teacher Report)	45%	Yes	23:55 10/10/2022
ASSET Survey	5%	No	23:55 31/10/2022
Teacher Performance Assessment	50%	No	23:55 10/10/2022

Professional Experience Evaluation Report (Supervising Teacher Report)

Assessment Type [1]: Field book
Indicative Time on Task [2]: 19 hours
Due: **23:55 10/10/2022**
Weighting: **45%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

The student attends Professional Experience (25 days) and this report is submitted by the supervising teacher as an assessment of the student's placement success. It is marked as satisfactory or unsatisfactory.

On successful completion you will be able to:
- Undertake candid self-assessment of progress towards the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.
- Critically evaluate and utilise relevant theoretical and research literature to support teaching decisions.
- Synthesise knowledge and skills developed 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.

ASSET Survey

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 1 hours
Due: **23:55 31/10/2022**
Weighting: **5%**

A survey related to university experience.

On successful completion you will be able to:
- Undertake candid self-assessment of progress towards the Professional Teaching Standards.

Teacher Performance Assessment

Assessment Type [1]: Teacher performance assessment
Indicative Time on Task [2]: 30 hours
Due: **23:55 10/10/2022**
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 the Professional Teaching Standards.
- Recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts, including Indigenous Perspectives.

- Critically evaluate and utilise relevant theoretical and research literature to support teaching decisions.
- Synthesise knowledge and skills developed 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.

[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

Lectures:

- There are no lectures in week 1 to 4.

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 are expected to attend toturials in weeks 1 to 4, week 8 and week 10.
- Students will attend Proffessional experience placement from August 22nd, 2022 to September 23rd, 2022.
- Viva Voce are heppening on week 9
- 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. 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.

Compulsory Text:

There is no compulsory text for this unit. As a capstone unit students are required to focus their reading on areas they identify for their own professional growth and presentation of the Practitioner Inquiry project and Teachers Performance Assessment (TPA)

Recommended Readings:

Beveridge, S. Groundwater-Smith, S. Kemmis, S & Wasson, D. (2005). Professional learning that makes a difference: Successful strategies implemented by priority action schools. Journal of in-service education 31 (4), 697-710.

Biddle, J.(2012). The three R's of leadership: Building effective early childhood programs through relationships, reciprocal learning and reflection. Ypsilanti: High Scope Press and NAEYC.

Evans, L. (2014). Leadership for professional development and learning: Enhancing our understanding of how teachers develop. Cambridge Journal of Education, 44 (2), 179-198.

Fleet, A. De Gioia, K. & Patterson, C. (2016). Engaging with educational change. Voices of practitioner inquiry. London: Bloomsbury

Groundwater-Smith, S, Ewing, R. & Le Cornu, R. (2015). Teaching: challenges and dilemmas, (5th Ed). Melbourne: Cengage.

Stremmel, A. (2012). Reshaping the landscape of early childhood teaching through teacher research. In G. Perry, B Henderson and D Meier (eds). Our enquiry, our practice: Understanding supporting and learning from early childhood teacher research(ers). 107-116. Washington, DC:NAEYCV

Woodrow, C. and Newman, L. (2015). Recognising, valuing and celebrating practitioner research. In L. Newman and C. Woodrow(eds). Practitioner Research in early childhood: International issues and perspectives, 1-16. London: Sage

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. 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.

The unit structure can be found in the university timetable https://timetables.mq.edu.au/

Unit Schedule

Professional Experience: The professional experience in this unit is a Guided Experience placement of 25 days in an early childhood setting.

Face to face: This unit is based on a model of professional reflective practice in which students are scaffolded to use critical thinking skills to analyse pedagogical issues in the context of the literature and their field experience. Lectures are supplemented with small group workshop tasks and online discussions. Assessments are key components of the pedagogical frame.

Unit Schedule – structure and content

Module	Content
Module 1	Teaching Performance Assessment (TPA) • Preparing for the TPA • Gathering Evidence • Gaining mentor and peer feedback • Self-reflection – video evaluation of teaching practice. • Presenting your TPA.

Module 2	Professional Experience
	• Professional Experience overview of final PE
	• Professional accountabilities – working with mentor teacher
	• Responding to feedback and goal setting
	• Evidence of teaching and reflection – record keeping systems that are sustainable for graduate teachers
	• 25 days of Professional Experience
	• Incorporating TPA into daily teaching responsibilities
Module 3	Preparing to Graduate
	• Working as a casual teacher
	• Developing a professional portfolio
	• Interviews and applications for employment
	• On-going professional learning and professional registration responsibilities
	• Career development and progression

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
- Assessment Procedure
- Complaints Resolution 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Attendance for undergraduate units

See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/

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

- Information about the dates if the on-campus sessions can be found in the university timetable. https://timetables.mq.edu.au/

- 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.

- 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.

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)

- Evidence of COVID-19 vaccination - see SONIA for where you must submit your immunization evidence.

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

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

- The relevant General Coursework Rules (#17-19) are as follows:

(17) The following requirements apply where a student is enrolled in a practical, clinical or professional course with fitness to practice requirements:

The University and the provider of the clinical or professional experience opportunity may appoint a suitably qualified supervisor who is external to the University to supervise a student's practical professional experience; if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

- (18) Any determinations made under Rule 17 (a-c) will be made in accordance with the University's policies and procedures on placement and fitness to practice, in force from time to time.

- (19) Notwithstanding the above, a student may be suspended from participation in a practical, clinical or professional activity, for any reason, until such time as any investigation or a process set out in a University policy or procedure, including an appeal process, is completed.

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

Fitness to Practice

- Academic Senate has approved the development of a Fitness to Practice (FTP) procedure to provide further clarity to students enrolled in practical, clinical and professional programs who have not met the requirements of the General Coursework Rules. It establishes how the University will manage the progression of students enrolled in practical, clinical or professional (PCP) programs or units listed on Schedule 3 of the Academic Progression Policy, with embedded placements and/or registration, accreditation or other mandated requirements.

The Procedure is governed by General Coursework Rules, and the Academic Progression Policy and is supported by the Inherent Requirements Framework. It provides the process to identify, notify, intervene, support, monitor and exclude when required, those students who are not meeting the FTP requirements of their program.

FTP is the demonstration of 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.

Students must ensure they meet Inherent Requirements before enrolling in their program; that they have the physical, cognitive, communication and behavioural capacity to complete the program. Students with a disability or chronic health condition may have reasonable adjustments made. Students must also demonstrate that they are fit to practice and demonstrate the capabilities and professional behaviours required of that profession.

Twice Fail Rule for Professional Experience Units

- General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.
- Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.
- Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

On-campus sessions (if applicable)

The dates for the on-campus sessions can be found in the university timetable https://timetables.mq.edu.au/

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

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

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

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.