EDST2010

Practice of Teaching: Introduction to the Early Childhood Context

Session 1, In person-scheduled-weekday, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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

General Information

Unit convenor and teaching staff
Convenor
Rebecca Andrews
via iLearn dialogue
Contact via Via iLearn dialogue
29 Wally's Walk Room 277
By Appointment

Co-convenor
Anne-Maree Tonkin
Via iLearn Dialogue
Contact via Via iLearn dialogue
Online
By Appointment

Lecturer
Fay Hadley
fay.hadley@mq.edu.au
Contact via via email
29 Wally's Walk Room 384
By Appointment

Fay Hadley
fay.hadley@mq.edu.au

Credit points
10

Prerequisites
80cp including (ECH113 or ECHE1130) and admission to BTeach(ECE)

Corequisites

Co-badged status

> Unit description
>
> This unit combines university based early childhood study with practical experience in an early childhood setting. Central to the unit is the exploration of a variety of theories on how children learn. Students are assisted to record thoughtful, reflective observations, to use intentional teaching strategies to plan an appropriate curriculum and to follow the planning cycle. Additionally, a range of teaching strategies for guiding children's learning and behaviour are considered. Students also engage in critical reflection as part of their commitment to teaching through consideration of the Early Years Learning Framework and the National Quality Standards. Students will utiliae their coursework knowledge to complete a compulsory professional experience in a prior to school early childhood setting with children aged two to five years.

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: Become familiar with the professional environment of early childhood teaching.

ULO2: Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.

ULO3: Interact and build relationships with young children.

ULO4: Record and interpret observations of individual and small groups of children and identify implications for learning.

ULO5: Begin acting in the role of the reflective practitioner.

General Assessment Information

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that 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 viahttps://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 allassessment 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
Preparation for Professional Experience	40%	No	21/03/2022
Professional Experience Documentation	60%	No	30/05/2022
Professional Experience Evaluation	0%	Yes	03/06/2022

Preparation for Professional Experience

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 15 hours
Due: **21/03/2022**

Weighting: **40%**

Part A: Professional Experience Folder; Part B: Transitions and Literature Collection; Part C: Observation Records. Word count: 2000

On successful completion you will be able to:
- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.
- Interact and build relationships with young children.
- Record and interpret observations of individual and small groups of children and identify implications for learning.

Professional Experience Documentation

Assessment Type [1]: Portfolio
Indicative Time on Task [2]: 25 hours
Due: **30/05/2022**
Weighting: **60%**

Students submit material from their Professional Experience folder (what they did whilst on PE Placement). These are reflective tasks that are completed on PE. Word count: 3000

On successful completion you will be able to:
- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.
- Interact and build relationships with young children.
- Record and interpret observations of individual and small groups of children and identify implications for learning.
- Begin acting in the role of the reflective practitioner.

Professional Experience Evaluation

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 10 hours
Due: **03/06/2022**

Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Evaluation of student Professional Experience placement performance

On successful completion you will be able to:

- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing.
- Interact and build relationships with young children.
- Record and interpret observations of individual and small groups of children and identify implications for learning.
- Begin acting in the role of the reflective practitioner.

---

[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

Required and recommended texts

Arthur, I., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2021). *Programming and planning in early childhood settings.* (8th ed.).Victoria: Thomson

Porter, L. (2016). *Young children's behaviour. Guidance approaches for early childhood educators.* (4th Ed.). Marrickville: Allen and Unwin.

Department of Education, Employment & Workplace Relations. (2009). *Belonging, Being and Becoming. The Early Years Learning Framework for Australia*. Canberra, ACT: Commonwealth of Australia.

Early Childhood Australia. (2016). *Early childhood Australia code of ethics*. Retrieved from http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf

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 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.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

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 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**.

Structure

The unit comprises weekly online lectures and tutorial content - either weekly or intensive mode. In tutorials students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. 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 unit iLearn site.

Unit Schedule

Week	Lecture	Tutorials / Weekly Online Sessions	Readings	
W1 21/2	L1 L1a. **National Quality Framework** A/Prof Fay Hadley L1b. **Theories and Perspectives** A/Prof Fay Hadley	Yes	Arthur et al (2021) Chapter 1 and 3	
W2 28/2	L2. **Assessment for and of Learning** Dr Rebecca Andrews	Yes	Arthur et al. (2021) Chapter 8	
W3 7/3	L3. 3a **National Quality Framework** Dr Sandra Cheeseman 3b. **National Quality Standard, Early Years Learning Framework and Australian Professional Standards for Teachers** Dr Rebecca Andrews	Yes	DEEWR (2009) Early Years Learning Framework Australian Professional Teaching Standards Arthur et al. (2021) Chapter 6	
W4 14/3	L4. **Philosophy of Teaching in Early Childhood** Dr Rebecca Andrews	Yes	Arthur et al (2021) Chapter 5 and 7	
W5 21/3	L5. **Making Learning Visible – Planning** Dr Rebecca Andrews	Yes	Porter (2016) Chapter 5 Di Santo et al., (2017)	
W6 28/3	L6. **Making Learning Visible – Authentic Documentation** A/Prof Fay Hadley	Yes	Arthur et al. (2021) Chapter 4	
W7 4/4	L7. **Environment as the Third Teacher** Dr Rebecca Andrews	Yes	Arthur et al. (2021) Chapter 10	
11/4 & 18/4	Two-Week Mid Semester Break and Study Period	12/04/2022 and 13/04/2022 Infrequent Mode Days		
W8 26/4	L8. **Building Relationships with Children and Guiding their Behaviour** A/Prof Fay Hadley	No	Arthur et al. (2021) Chapter 9 Porter (2016) Chapter 2 Coyne et al., (2016)	
W9 2/5	L9. **Building Relationships with Staff and Families** A/Prof Fay Hadley	Yes	Arthur et al. (2021) Chapter 2 Hadley and Rouse (2018)	
W10 9/5	L10. **ECA lecture link**: Available recorded via this link by A/P Lennie Barblett.	Yes	TBA - see iLearn.	
W11 16/5	**Professional Experience**			
W12 23/5	**Professional Experience**			

W13 30/5	L11. **Reflecting on Professional Experience and beginning a Professional Portfolio** A/Prof Fay Hadley	Yes	Brownlee, Ferguson and Ryan (2017)

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.

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 (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

Infrequent Mode Students

- The on-campus sessions on April 12 and 13 2022 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 declarationand 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

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.

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.