ECHP4250

Professional Experience 6

Session 1, In person/Online-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

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General Information

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Professional Experience Convener
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Credit points
10

Prerequisites
ECHP324 or ECHP327 or ECHP3270 ECHP325 or ECHP3250

Corequisites

Co-badged status

Unit description
This unit incorporates understanding of relational pedagogy and practice in early childhood education by combining university-based study with practical teaching experience in an early childhood organisation. The practical experience component is based on a sound understanding that students will be operating at a level reasonably expected of an undergraduate student teacher undertaking a block of professional experience and as an undergraduate teacher of young children. Unit content will focus on examining and reflecting on the student's role in teaching and learning with young children from birth to three 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: Implement the requirements of the relevant legislative and regulatory processes in relation to early childhood curriculum in ways that reflect sound philosophical understandings of theory and research about early childhood pedagogies.

ULO2: Understand the influence of the work of educators in current thinking about early childhood curriculum and pedagogy.

ULO3: Recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts.

ULO4: Develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature.

ULO5: Take substantial responsibility for your own learning and deal with issues and principles for decision-making in early childhood settings.

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 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.

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
Teaching techniques	45%	No	01/04/2022
Professional Experience	0%	Yes	06/06/2022
Documenting Pedagogically	55%	No	06/06/2022

Teaching techniques

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 15 hours
Due: **01/04/2022**
Weighting: **45%**

Choose one specialist technique one general teaching technique from MacNaughton and Williams (2009) and explain how your 2 selected techniques will help you to: 1. Engage in relationship-based pedagogy 2. Seek the child's perspective 3. Teach with intentionality (1200 words)

On successful completion you will be able to:

- Understand the influence of the work of educators in current thinking about early childhood curriculum and pedagogy.
- Recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts.

Professional Experience

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 5 hours
Due: **06/06/2022**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

This is a hurdle and implementation of at risk procedure will take place of a second attempt

On successful completion you will be able to:

- Implement the requirements of the relevant legislative and regulatory processes in relation to early childhood curriculum in ways that reflect sound philosophical understandings of theory and research about early childhood pedagogies.
- Develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature.

Documenting Pedagogically

Assessment Type [1]: Practice-based task
Indicative Time on Task [2]: 20 hours
Due: **06/06/2022**
Weighting: **55%**

Present a thoughtful example of pedagogical documentation, which provides insight into children's interactions, dispositions, relationships, learning or behaviour during your Professional Experience (1500 words).

On successful completion you will be able to:

- Implement the requirements of the relevant legislative and regulatory processes in relation to early childhood curriculum in ways that reflect sound philosophical understandings of theory and research about early childhood pedagogies.
- Take substantial responsibility for your own learning and deal with issues and principles for decision-making in early childhood settings.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required texts

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

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education

Required readings

Professional Experience Guidelines

Professional Experience Handbook

Department of Education, Employment & Workplace Relations. (2009). Belonging, being and becoming: An early years learning framework for Australia. Canberra: Commonwealth of Australia.

Additional readings and other resources are posted on iLearn.

Useful Journals

Australasian Journal of Early Childhood (AJEC)

Contemporary Issues in Early Childhood

Early Childhood Research and Practice

Early Childhood Research Quarterly

Early Years: International Journal of Research and Development

International Journal of Early Childhood

International Journal of Early Years Education

Some weeks may have additional readings and other resources posted on iLearn which will enhance your understanding.

iLearn

This unit has a full web presence through *iLearn*, and weekly access is compulsory. Students will need full access to a computer and the Internet. Important assessment information will be posted to iLearn, as will unit announcements and weekly materials. Please check iLearn before emailing your convener or tutor.

Lectures

Recorded lectures are available on the web through ECHO360.

Tutorials

Participation in tutorials is expected for internal students. Please see your enrolment information for details.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university.

Please refer to the comprehensive list of support services here.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading of assessment tasks to iLearn.**

Unit Schedule

Please see ilearn for details

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- 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.e

du.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 tutorials begin in Week 1 of Session. Activities completed during weekly tutorials (internal) or infrequent (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

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

● 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

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.

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

● 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 a professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

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.

5R's 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:

Resilient: Students understand the professional environment of an early childhood setting while working with infants and toddlers.

Reflexive: Students demonstrate an understanding of the role of the reflective teacher through evaluation.

Responsive: Students develop and practice a range of teaching techniques for assessment and on PE.

Ready to learn: Students intentionally plan and document infant and toddler learning.

Research engaged: Students use contemporary research to inform professional decion making while on PE.