



ECHX8290

Early Childhood Postgraduate Internship

Session 2, Online-flexible 2022

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Katie Wright

katie.wright@mq.edu.au

Contact via Unit iLearn dialogue

Credit points

20

Prerequisites

ECHX825 or ECEX825 or ECHX8250

Corequisites

Co-badged status

Unit description

This unit enables students to refine their roles as early childhood teachers. During the internship, students will have opportunities to strengthen their autonomy and independence as a teacher of young children as they explore their role within the centre and its local community. With increasing confidence, students will be able to justify their decision making as a teacher responding to the challenges of daily work in an early childhood centre. The internship contains a 30 day placement to be completed as three days a week over ten weeks. Students may complete the internship requirements in their own workplace where appropriate. All enrolment queries should be directed to Open Universities Australia (OUA).

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Undertake candid self-assessment of progress towards both the unit learning outcomes and the Professional Teaching Standards

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

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

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

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

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

General Assessment Information

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.

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.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Teaching Performance Assessment</u>	100%	Yes	21/10/22, 23.55
<u>Professional Experience Evaluation Report (Supervising Teacher Report)</u>	0%	No	21/10/22, 23.55

Teaching Performance Assessment

Assessment Type ¹: Teacher performance assessment

Indicative Time on Task ²: 24 hours

Due: **21/10/22, 23.55**

Weighting: **100%**

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

Teacher Education Students (TES) will complete the MQ Teaching Performance Assessment (MQTPA) in the final Professional Experience unit of their course. The TES should refer to the Professional Experience Requirements for this unit as this will support the evidence collected during placement.

On successful completion you will be able to:

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

Professional Experience Evaluation Report (Supervising

Teacher Report)

Assessment Type ¹: Field work task

Indicative Time on Task ²: 1 hours

Due: **21/10/22, 23.55**

Weighting: **0%**

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

On successful completion you will be able to:

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

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

There is an expectation that you complete scholarly reading in this unit. It is an integral part of your study of unit ECHE8290.

Prescribed Text: There is no prescribed textbook for this unit. This is an internship unit and

students are expected to read widely and build on previous readings. It is expected that students have mastered APA referencing and get guidance by relevant resources, such as:

<https://libguides.mq.edu.au/referencing/APA7thEdition>

Readings to get you started ... Ideally you should be reading in areas that assist your thinking and reflection from your internship.

Andrews, R. & Van Bergen, P. (2020). Characteristics of educators' talk about decontextualised events. *Australasian Journal of Early Childhood*, 45(4), p.362-376.

Andrews, R., Van Bergen, P., & Wyver, S. (2020). Use of mental state language during educator-child and mother-child conversations about the past and future. *Early Education and Development*, 31(6), 838-853. doi.org/10.1080/10409289.2019.1689772

Andrews, R., Van Bergen, P., & Wyver, S. (2019). Reminiscing and future talk conversations between young children, their early childhood educators and mothers. *Early Childhood Research Quarterly*, 49, 254-268. <https://doi.org/10.1016/j.ecresq.2019.07.005>

Australian Children's Education & Care Quality Authority. (2011). Guide to the national quality standard. Retrieved from <https://www.acecqa.gov.au/nqf/about/guide>

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

Bombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington D.C.: NAEYC.

Burman, L. (2009). *Are you listening? Fostering conversations that help young children learn*. St Paul, Minnesota: Redleaf Press.

Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. Minnesota: Redleaf Press.

Department of Education, Employment & Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Canberra: Commonwealth of Australia. Department of Education, Employment & Workplace Relations (2010). *Educators belonging, being and becoming: Educators' guide to the early years learning framework for Australia*. Canberra: Commonwealth of Australia.

Department of Education, Employment & Workplace Relations (2010). *The early years learning framework in action: Educators' stories and models for practice*. Canberra: Commonwealth of Australia.

Danby, S., Fleeer, M., Davidson, C., & Hatzigianni, M. (2018). *Digital Childhoods. Technology in children's everyday lives*. Singapore: Springer publications. Degotardi, S. & Han, F., 2020, Quality of educator-infant conversational interactions among infants experiencing varying quantity of linguistic output. *European Early Childhood Education Research Journal*, 28(5), p. 743-757

Fellowes, J., & Oakley, G. (2019) *Language, Literacy and Early Childhood Education*. (3rd ed.). Australia/New Zealand: Oxford University Press.

Fenech, M., Wong, S., Boyd, W., Gibson, M., Watt, H., & Richardson, P. (2021). Attracting, retaining and sustaining early childhood teachers: an ecological conceptualisation of workforce issues and future research directions. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-020-00424-6>

Fleet, A., Honig, T., Robertson, J., Semann, A., & Shepherd, W. (2011). What's pedagogy anyway? Using pedagogical documentation to engage with the early years learning framework. Retrieved from <http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf>

Giamminuti, S. (2013). "Dancing with Reggio Emilia: Metaphors for quality." Mt Victoria, NSW: Pademelon Press. Hadley, F. & Rouse, E., 2021, *Oxford bibliographies: education*. Hynds, A. (ed.). New York: Oxford University Press, 13 p.

Hadley, F., & Rouse, L. (2019). Parent partnerships—does compliance influence your practice? The Spoke: <http://thespoke.earlychildhoodaustralia.org.au/parent-partnershipscompliance-influence-practice/>

James, A., & Prout, A. (Eds.). (2015). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood*. Routledge.

Jones, C., Johnstone, M., Hadley, F. & Waniganayake, M., Dec 2020, In: *Australasian Journal of Early Childhood*. 45, 4, p. 322-335 14 p.

Little, H., & Stapleton, M. (2021). Exploring toddlers' rituals of 'belonging' through risky play in the outdoor environment. *Contemporary Issues in Early Childhood*. <https://doi.org/10.1177/1463949120987656>

MacNaughton, G. Rolfe, S., & Siraj-Blatchford, I. (Eds.) (2010). *Doing early childhood research: International perspectives on theory and practice*. UK: McGraw-Hill Education.

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). Sydney: Pearson Education. McDevitt, T. M., Ormrod, J. E., Cupit, G., Chandler, M., & Aloa, V. (2013). *Child Development and Education*. Frenchs Forest, NSW: Pearson.

Millikan, J., & S. Giamminuti. (2014). *Documentation and the Early Years Learning Framework*. Australia: Pademelon Press. NSW Department of Education and Communities. (2012). *Great Teaching: Inspired Learning Discussion Paper*. NSW Government.

O'Brien, M., Wade-Leeuwen, B., Hadley, F., Andrews, R., Kelly, N. & Kickbusch, S. (2018). Chapter 8: Learning to Be. In A. Ambrosetti, R. Capeness, J. Kriewaldt, D. Rorrison (Eds). *Educating Teachers: Innovative Perspectives in Professional Experience*. Singapore: Springer.

Patterson, C., & Fleet, A. (2011). Planning in the context of the EYLF: Powerful, practical and pedagogically sound. *Research in Practice Series*, 19(2), Canberra: ECA.

Powell, S.J. & Somerville, M. (2021). Preschool zombies: Embodied, socio-(re)enacted, productive spatial literacies. *Discourse: Studies in the Cultural Politics of Education*. <https://www.tandfonline.com/eprint/NG6WFEWHEAFQKPWXPKE/full?target=10.1080/01596306.2021.1941778>

Sims, M., & Hutchins, T. (2011). Program planning for infants and toddlers: In search of

relationships. Sydney: Pademelon press.

Sims, M., Waniganayake, M. & Hadley, F. (2019). What makes good even better? Excellent EC leadership. *International Journal of Educational Management*. 33 (4), p.573-586. DOI: 10.1108/IJEM-01-2018-0032

Wiltz, N. W., Watson-Thompson, O., Cawley, H. S. & Skelley, H. A. (2008). Developing and presenting a professional portfolio in early childhood education. *Student Enrichment Series*.

Useful journals for this unit

Australasian Journal of Early Childhood (AJEC)

Australian Journal of Research in Early Childhood Education

Childcare Information Exchange

Child Development

Contemporary Issues in Early Childhood (online www.triangle.co.uk/ciec)

Early Childhood Research and Practice (online <http://ecrp.uiuc.edu/index.html>)

Early Childhood Research Quarterly (Top Journal in the field)

European Early Childhood Education Research Journal

Early Years

International Journal of Early Childhood

International Journal of Early Years Education

International Journal of Teacher Education (all levels – Top Journal)

Journal of Early Childhood Research

Young Children

Key Australian website references

Association for Childhood Education International: <http://www.acei.org>

Australian Education and Care Quality Authority (ACECQA): <http://acecqa.gov.au/> Australian Community Children's Services (ACCS) (Previously NACBCS): <http://www.ausccs.org.au>

Australian Institute of Family Studies: <https://aifs.gov.au/>

Australian Institute of Health and Welfare: www.aihw.gov.au

Australian Association for Research in Education (AARE): <https://www.aare.edu.au/>

Early Childhood Australia: <http://www.earlychildhoodaustralia.org.au/>

MyChild: <http://www.mychild.gov.au/>

European Early Childhood Research Blog: <https://www.eecera.org/blog/>

National Association for the Education of Young Childhood (American) (NAEYC) <http://www.naeyc.org>

c.org

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.

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.
- APA Style Central. This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 7. See: [https://libguides.mq.edu.au/referencing/APA7th Edition](https://libguides.mq.edu.au/referencing/APA7th%20Edition)

Unit Schedule

Structure

Full online learning through iLearn.

You are required to present a Viva Voce on Friday 21st October 2022. Attendance at the Viva Voce is expected. The date for the Viva Voce session 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.

Weekly Overview

July 25	Week 1	Self-organisation and commence self directed readings
August 1	Week 2	Self-organisation and continue self directed readings

August 8	Week 3	Internship commences Week 1
August 15	Week 4	Internship continues Week 2
August 22	Week 5	Internship continues Week 3
August 29	Week 6	Internship continues Week 4
September 5	Week 7	Internship continues Week 5
September 12	MQ Recess	Internship continues Week 6
September 19	MQ Recess	Internship continues Week 7
September 26	Week 8	Internship continues Week 8
October 3	Week 9	Internship continues Week 9
October 10	Week 10	Internship continues Week 10
October 17	Week 11	Friday 21st October Professional Experience Report due to PE office

Friday 21st October Professional Portfolio and Viva Voce

Presentations due

October 24 Week 12

October 31 Week 13

Policies and Procedures

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

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.

School of Education Procedures

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

Attendance for Postgraduate units - required in this unit for the Via Voce presented online at a scheduled time - see iLearn.

Unit Expectations

• Students are expected to read weekly readings before completing tasks. 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

Please make effective use of the online component of the unit and access iLearn regularly.

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 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

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.

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

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 with 30 day placement, at 3 days per

week, over ten weeks.

- 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.**

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.