



EDST1010

Learning and Development: An Introduction for Educators

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

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This is the foundation level unit in learning and development for all students in early childhood, primary, and secondary teaching programs. There are three areas of focus. First, the unit introduces learning, development, and systems theories to describe the cognitive, language and socio-emotional growth of infants, children and adolescents. Second, the unit introduces students to research on effective learning and study strategies. Third, the unit focuses on developing research skills. Students will develop an understanding of the theoretical concepts and research approaches used in learning and development research and will use these to describe developing learners and the contexts they interact with.

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: Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.

ULO2: Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of

infants, children, and adolescents.

ULO3: Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents.

ULO4: Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.

ULO5: Develop a preliminary understanding of the research approaches used in learning and development.

ULO6: Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

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 their submission has been successful and has been submitted by the due date and time.

Quiz Assessments

- Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

Assignment extensions

- 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 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 11.59pm. 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.**

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 and 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>ASSET Survey participation</u>	5%	No	31.8.2022
<u>Early Childhood Care Centre visit and observation</u>	0%	Yes	Week 3, 5 or 7
<u>Primary school visit and observation</u>	0%	Yes	Week 3, 5 or 7
<u>High school visit and observation</u>	0%	Yes	Week 3, 5 or 7
<u>Learning Activity Quizzes</u>	25%	No	Variable
<u>Portfolio of learning products</u>	30%	No	Part 1: 21.8.2022; Part 2: 2.10.2022
<u>Final take home exam</u>	40%	No	11.11.2022

ASSET Survey participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 3 hours

Due: **31.8.2022**

Weighting: **5%**

Participate in five anonymous surveys examining features of the learner and approaches to learning (i.e. the “ASSET Survey”).

On successful completion you will be able to:

- Develop a preliminary understanding of the research approaches used in learning and development.

Early Childhood Care Centre visit and observation

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 3 hours

Due: **Week 3, 5 or 7**

Weighting: **0%**

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

Students will complete a supervised visit to an Early Childhood Care Centre and complete an observation task specific to learning of infant and toddlers.

On successful completion you will be able to:

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Primary school visit and observation

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 3 hours

Due: **Week 3, 5 or 7**

Weighting: **0%**

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

Students will complete a supervised visit to a primary school and complete an observation task specific to learning of primary school children.

On successful completion you will be able to:

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

High school visit and observation

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 3 hours

Due: **Week 3, 5 or 7**

Weighting: **0%**

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

Students will complete a supervised visit to a high school and complete an observation task specific to learning of adolescents.

On successful completion you will be able to:

- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Learning Activity Quizzes

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **Variable**

Weighting: **25%**

Students will complete a quiz after each learning activity assessing their understanding and recall of the content.

On successful completion you will be able to:

- Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Develop a preliminary understanding of the research approaches used in learning and development.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Portfolio of learning products

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 20 hours

Due: **Part 1: 21.8.2022; Part 2: 2.10.2022**

Weighting: **30%**

Students will complete two small assessment tasks with the following foci: (1) Compare two definitions of learning; and (2) Choose one description of schooling experiences by an Indigenous Australian or by a member of a minority group and prepare an essay or presentation on it. The first component is an individual written submission. The second component has multiple response formats (individual or small group presentation, individual or small group written submission).

On successful completion you will be able to:

- Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants,

children, and adolescents.

- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents.
- Develop a preliminary understanding of the research approaches used in learning and development.
- Apply observational research techniques to describe a specific learner in an educational setting (early childhood, primary, or secondary).

Final take home exam

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **11.11.2022**

Weighting: **40%**

Students will prepare an essay or presentation that assesses (1) their knowledge and application of learning and development concepts, and (2) their ability to apply unit learnings to critically analyse information on the cognitive, language and social development of the learner. Vignettes depicting features of learning, development and environments, including those experienced by Aboriginal and Torres Strait Islander students, will be handed to the students and need to be incorporated into the responses. Format: audio/video presentation (10 minutes) or an essay (max 1500 words).

On successful completion you will be able to:

- Develop an initial understanding of language, social and cognitive development and learning of infants, children, and adolescents and how these are explained in different theoretical frameworks, including Aboriginal and Torres Strait islander epistemologies.
- Develop an initial understanding of the role different theoretical frameworks give to the physical and social environment in enhancing the learning and development of infants, children, and adolescents.
- Apply the understanding of different theoretical frameworks of learning and development to describe the functioning of infants, children, and adolescents.
- Identify and evaluate different academic and non-academic sources of information describing the learning and development of infants, children, and adolescents.
- Develop a preliminary understanding of the research approaches used in learning and development.

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 text

Weinstein, Y. & Sumeracki, M. (2019). Understanding how we learn: A visual guide. London: Routledge.

eBook ISBN 9780203710463

DOI: doi.org/10.4324/9780203710463

You will need to get a copy of the textbook immediately as it is needed for Week 1 and Week 2 activities.

General Expectations

- The unit is built to require on average 10-15 hours of work per week. The workload is not always equal (for example, Week 6 covers more material than most) so you need to pace yourself – if you are having an easy week, take a look if you can start with the next weeks learning activities.
- Learning activities for Weeks 2, 4, and 6 are open after Week 1. You can complete them all as fast as you can, or you can complete them one week at a time as the term progresses. I expect you to work out what the best pace is for you, but I highly recommend that you complete Weeks 2 and 4 on time and start Week 6 early.
- As this is a university unit, many of the questions and assignments don't have clear right or wrong answers. Instead, some responses show better understanding of, engagement with, and application of the material covered than other responses. Don't compete with others, but challenge yourself to do better in each assignment and grow as a future professional teacher.
- If you struggle with some aspects of this unit, email me, or come and talk to me. We have access to many support services and accommodations to help you succeed. For example, the Learning Skills unit has agreed to provide personal academic writing support to students in this unit. If you get negative feedback on your writing on Assignment 1, contact me to arrange a meeting with them – or contact them directly via

<https://students.mq.edu.au/support/study/skills>

Online Question and Answer sessions on Mondays 9-11am.

- Most weeks start with a Q&A session on Monday morning (9-11 on Zoom)
- The link for each of these sessions will be posted in iLearn, and the recordings will be available via iLearn as well (and not via ECHO360).
- The exceptions are Weeks 3 (Aug 8), 5 (Aug 22), and 7 (Sep 5) when you are visiting schools, and Week 9 (Oct 3) that is Labour Day. There are no Q&A sessions or tutorials during those weeks. You do, however, have online activities to complete during Week 9 so it is not a week off.
- During the first Q&A session (July 25) I will explain how EDST1010 works and what is expected of you, plus answer all the questions you may already have.
- If you can't attend the Q&A session but have questions, email your questions to me (rauno.parrila@mq.edu.au) by 5pm on the previous Sunday and I will read the question (but not who send it) and provide the answer on Monday.

All lectures are online

- Your learning is organised into online activities in iLearn, and those online activities include all the lectures. All EDST1010 lectures are delivered via iLearn as short (10-30 minutes) videos. You will find them in iLearn under each week, together with the slides and a transcript of what is said in each video. Note that most weeks involve multiple videos plus sometimes also additional activities, such as readings.
- Please note that your lectures are NOT in ECHO360.

Quizzes

- Most online activities are followed by a short quiz (typically 5 to 10 multiple-choice questions).
- You have three attempts with each quiz.
- Marks from the quizzes will make up 25% of your final mark. These are marks from your final attempt of each quiz.

Tutorials

- All tutorials are on Mondays – the only exception to this are tutorials for external students (see below).
- All tutorials are offered face-to-face as that is the preferred option in Education.
- Tutorials are critical for your learning. We will take attendance and expect that students

attend tutorials.

- Tutorials include instructions for the site visits and how to complete the observation forms during those visits.
- Tutorials also include group work on Part 2 of Assignment 2. Infrequent tutorial attendance (less than 80%) excludes the option of you completing Assignment 2 Part 2 in a group.

School Visits and Observation tasks

- All students complete three site visits during Weeks 3 (Aug 8), 5 (Aug 22), and 7 (Sep 5).
- During each visit, you need to complete an observation task.
- Please note that visits and observation tasks are **hurdle tasks** for this unit – in other words, if they are not completed, you will not pass the unit. They are marked only as pass/fail.
- You need to complete the observation task during the week of the visit. The due dates for observation tasks will be Sunday night in Weeks 3, 5, and 7. According to the current assessment policy, failure to submit the task within a week of the due date results in failure to complete the unit. If you are unable to complete the hurdle tasks on time, you need to apply and receive an extension via ask.mq.
- There are no other activities for EDST1010 during those weeks so they are good for working on your assignments.
- External students complete these tasks similar to everyone else. We have reduced your on-campus days to reflect the change.

Assignments

- You have four assignments in this unit. It is highly recommended that you use the checklist at the end of this document to stay on top of your assignments as you have a lot to keep track of (but still much less than you will have as a teacher, I am afraid).
- Your first assignment is to complete the five ASSET surveys. Each of these gives you 1 point towards your mark and every year we have students who needed those five points to pass but forgot to complete the surveys. The information we collect on these surveys helps us to improve your program and to understand better how the student population we serve is changing. If you are interested in the specifics, ask me a question in one of the Q&As. You can fill out all the surveys during the first two weeks of the unit to get them out of the way.
- Assignments 2 and 3 are explained in detail in the Assessment section in iLearn. It is

critical that you read all the information and examine the rubrics before you complete the assignments. Please also note that all of the assignments are “take home” assignments that you submit via Turnitin.

External students

- If you are enrolled as an external student (infrequent offerings), please note that you will have to attend the on-campus days to complete your tutorials and school visits. We will have four on-campus: August 26 & 27 and October 14 & 15.
- Other than that, EDST1010 is easy to complete online but you may want to opt for completing Assignment 2 alone to maintain maximum flexibility and control of your schedule.

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**.

Unit Schedule

Lecture schedule

Week 1 (July 25): Learning and Development as Concepts

Week 2 (August 1): Perception, Attention and Memory

Week 3 (August 8): School visit and observation (1)

Week 4 (August 15): Effective Study Strategies

Week 5 (August 22): School visit and observation (2)

Week 6 (August 29): Making sense of learning: Learning theories

Week 7 (Sep 5): School visit and observation (3)

-- RECESS 12.9 to 25.9 --

Week 8 (Sep 26): Language Development

Week 9 (Oct 3): Language Differences

Week 10 (Oct 10): Social development: Understanding yourself and others

Week 11 (Oct 17): Social development: Teacher-student and peer relationships

Week 12 (Oct 24): Learning and developmental disorders

Week 13 (Oct 31): Review

Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [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.

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.

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

External Students

1. The on-campus sessions on (August 26 & 27 and October 14 & 15) are essential to student engagement and learning and attendance on all days is expected. Failure to attend will result in a Fail grade for the unit as school visits are hurdle tasks for this unit.
2. 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.
3. 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.

5R 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 start learning how to use the 5Rs framework in some of the activities included:

Resilience: You will complete a quiz after each learning activity assessing your understanding and recall of the content. After completing the quiz, you will get your mark and two opportunities to improve it if you are not satisfied with the initial mark. This allows students to set their own

goals and push themselves forward.

Reflexive: In this unit, we want you to develop your ability to reflect on your own learning and the learning of others. As you learn about effective study and learning strategies, you are expected to reflect on your own strategies and experiment with some of the evidence-based strategies covered. You will also complete three supervised visits to schools or early learning centres and observation tasks specific to engagement and learning of children. These tasks will allow you to reflect on differences between children and how teacher behaviours can affect the student responses.

Responsive: Many of the tutorial activities will require you to consider different responses to presented situations. In your final exam, you will be given vignettes depicting features of learning, development and environments and you are expected to analyse what is happening in those vignettes in light of what you have learned about learning and cognitive, language and social development during the unit.

Ready to learn: A big part of this unit focuses on learning, including your own learning. We want you to understand what learning is and how it can be enhanced. We will also offer information on how to express your learning, hoping to equip all of the students with the understandings and skills they need to succeed and find assistance when needed.

Research engaged: In this unit, you will mostly engage with research summaries as we go through what research tells us about effective learning and child development. We will also teach you what we consider as scholarly resources, how to find research articles, and how to assess the quality of the journals where they are published.