



EDST8206

Professional Practice 1: Teaching English in the Primary School

Session 1, In person-scheduled-infrequent, North Ryde 2023

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	4
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	12
<u>Policies and Procedures</u>	13
<u>5Rs Framework</u>	18

Disclaimer

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

General Information

Unit convenor and teaching staff

Convenor, lecturer

Ruth French

ruth.french@mq.edu.au

Contact via Email

29 Wally's Walk, Room 275

Please email to organise a time if you would like a meeting with me.

Lecturer

Hua-Chen Wang

huachen.wang@mq.edu.au

Contact via Email

Lecturer

Emilia Djonov

emilia.djonov@mq.edu.au

Dr Djonov is on research leave in Session 1 2023.

Credit points

10

Prerequisites

Corequisites

EDST8200

Co-badged status

Unit description

This unit is the first of a three-unit sequence that introduces students to English teaching in the primary years. It includes the first Professional Experience placement for the course. Learning will include a focus on language, literacy and children's literature in Australian curriculum and other policy documents, and a focus on quality research-informed teaching strategies. The unit offers a systematic, research-based introduction to foundational knowledge of language and literacies, and provides opportunities to develop knowledge of the language system and its uses, purposes, and practices in reading and writing for a range of audiences and purposes and in a range of mediums including visual and multi-modal forms. Learning and teaching will develop understanding of the integration of technology, the role of quality texts in supporting literacy learning, and how to nurture creativity and engagement in English during the primary years. Students complete a professional experience placement where they work with a Supervising Teacher and gain experience in curriculum, pedagogy, and classroom management in a school environment. During this professional experience placement, students will engage in reflexive practices to evaluate and critique their experiences and knowledge, and gain experience in evidence-based teaching practice.

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: Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.

ULO2: Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.

ULO3: Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.

ULO4: Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.

ULO5: Develop and apply research-informed strategies to create Syllabus aligned classroom learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student

learners.

General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/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 outcomes may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to

make contact with the unit convenor.

Units with Quiz Assessments

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.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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 course progression.

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
Literacy across the language modes quiz	40%	No	Q1–3 19:00 15/03; 05/04; 03/05/2023. Q4 09:00 07/06/2023
Planning for Professional Experience: text analysis and lesson planning with justification	60%	No	Part A 23:55 27/04/2023; Part B 23:55 13/06/2023
Professional Experience Placement and Evaluation Report	0%	Yes	08/05/2023–26/05/2023

Literacy across the language modes quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 15 hours

Due: **Q1–3 19:00 15/03; 05/04; 03/05/2023. Q4 09:00 07/06/2023**

Weighting: **40%**

2 hours in total (may be administered as 4 x 30 mins quizzes, for example). Apply knowledge of literacy instruction and knowledge about language and images across the six language modes, and design productive literacy learning activities for given text/s.

On successful completion you will be able to:

- Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.
- Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.
- Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.

Planning for Professional Experience: text analysis and lesson planning with justification

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 20 hours

Due: **Part A 23:55 27/04/2023; Part B 23:55 13/06/2023**

Weighting: **60%**

A/ 1000 words. Textual analysis and annotation. Students analyse and interpret the language of one fictional and one non fictional instructional text to demonstrate fundamental understandings of language relevant to English/literacy instruction.

B/ 1500 words. Learning and teaching sequence including justification. Students use applied literacy examples to design and plan literacy learning experiences aligned to English curriculum documents and appropriate for target learners. Students justify learning experiences using understanding of fundamental concepts in language and literacy education and research.

On successful completion you will be able to:

- Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.
- Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.

- Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.
- Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Develop and apply research-informed strategies to create Syllabus aligned classroom learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student learners.

Professional Experience Placement and Evaluation Report

Assessment Type ¹: Field work task

Indicative Time on Task ²: 60 hours

Due: **08/05/2023–26/05/2023**

Weighting: **0%**

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

Supervising Teacher submits PE Evaluation Report on Teacher Education Student.

While on placement, Teacher Education Students must implement two connected literacy lesson plans and are required to read to the children using quality children's literature texts. TESs will demonstrate facility in using NSW Foundation Style handwriting when teaching.

On successful completion you will be able to:

- Analyse the features and role of the language modes (reading, writing, speaking, listening, viewing and representing) and apply this knowledge to enhance one's own and students' learning.
- Evaluate the features of language systems and communication critical to code breaking and meaning making and apply this knowledge to enhance teaching and learning.
- Understand and analyse the features of language systems, communication practices, and text genres critical for using and producing effective texts to enhance own and students' learning.
- Apply a foundational knowledge of language, images, and context to analyse and evaluate instructional practices and texts, their linguistic features, effectiveness, and social purposes.
- Develop and apply research-informed strategies to create Syllabus aligned classroom

learning experiences that utilise a range of mediums, pedagogies and language modes including multi-modal texts and respond to the diversity of K-6 student learners.

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

Compulsory Texts

Fellowes, J. & Oakley, G. (2020). *Language, literacy and early childhood education* (3rd ed.). Oxford University Press.

Derewianka, B. (2022). *A new grammar companion for teachers*. (3rd ed.). Primary English Teaching Association.

Highly Recommended

Cavanagh, M. & Prescott, A. (2022). *Your professional experience handbook: A guide for preservice teachers* (2nd ed.). Pearson. **This is highly recommended as it is relevant to all your professional experience units of study.**

Humphrey, S., Droga, L., & Feez, S. (2012). *Grammar and meaning* (2nd ed.). Primary English Teaching Association Australia (PETAA). **This book includes activities with answers, for developing and applying your grammar knowledge.**

Recommended Readings

Callow, J. (2018). Classroom assessment and picture books: Strategies for assessing how students interpret multimodal texts. *Australian Journal of Language and Literacy*, 41(1), 5–20.

Christie, F. (2005). *Language education in the primary years*. UNSW Press.

Derewianka, B. (2020). *Exploring how texts work* (2nd ed.) Primary English Teaching Association Australia (PETAA).

Derewianka, B & Jones, P. (2022). *Teaching language in context* (3rd ed.). Oxford University Press.

Emmitt, M., Zbaracki, M., Komesaroff, L. & Pollard, J. (2015) (6th ed.). *Language and learning:*

An introduction for teaching. Oxford University Press.

Ewing, R. (2001). *What is a functional model of language?* Primary English Teaching Association. (Original work published 1994)

French, R. (2017). 'The picture is pleading to us to help': Primary school children interpret a persuasive online video. *Practical literacy: The early and primary years*, 22(3), 29–31.

Hill, S. (2021). *Developing early literacy. Assessment and teaching* (3rd ed.). Eleanor Curtain Publishing.

Humphrey, S. & Vale, E. (2020) *Investigating model texts for learning.* Primary English Teaching Association Australia (PETAA).

Kalantzis, M., Cope, B., Chan, E. & Dalley-Trim, L. (2016). *Literacies* (2nd ed.). Cambridge University Press.

McLeod, S., & McCormack, J. (Eds) (2015). *Introduction to speech, language and literacy.* Oxford University Press.

Moats, L. (2020). *Speech to print: Language essentials for teachers.* Paul H. Brookes Pub. Co.

Murphy, S. (2021) *Teaching poetry for pleasure and purpose.* Primary English Teaching Association.

Tompkins, G., Campbell, R. & Green, D. (2018). *Literacy for the 21st Century: A balanced approach* (3rd ed.). Pearson Education Australia.

Walsh, M. (2011). *Multimodal literacy. Researching classroom practice.* Primary English Teaching Association.

Winch, G., Johnston, R., March, P., Ljungdahl, L. & Holliday, M. (2020). *Literacy: Reading, writing & children's literature* (6th ed.). Oxford University Press.

Wing Jan, L. & Taylor, S. (2020). *Write ways.* (5th ed.). Oxford University Press.

Yopp, H.K. & Yopp, R. H. (2009) Phonological awareness is child's play. *Young Children (YC)*, 64(1), 12–18, 21.

iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted there, as will other relevant unit notices and materials.

Various activities and materials for discussion and tutorial preparation will be provided. Electronic links and suggested references will be included in the Leganto section, which is linked to the library. Please check the *iLearn* site for the unit regularly.

Lectures

Lectures and lecture slides are available on the web through the Echo360 component. You must listen to *and view* all lectures. PowerPoint slides will also be available in the Echo360 component. You are encouraged to create your own notes rather than only downloading slides.

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Email: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit will be delivered using a combination of lectures and tutorials. There are 16 hours of lecture content, some of which is delivered in shorter mini-lectures although most are roughly 1-hour lectures. There is an *average* of 3 hours of lectures across each fortnight of the teaching weeks. All lectures will be recorded and made available in Echo360.

Weekly 1.5-hour tutorials will be held across nine teaching weeks for students enrolled in the 'In-person - Weekday' attendance mode (total: 13.5 hours).

For students enrolled in the 'In-person - Infrequent' attendance mode, there is a combination of online 1.5-hour tutorials (in Weeks 1, 2, 3, 4, 7, 8, 9) and one half-day on-campus session (total: 13.5 hours, made up of 10.5 hours in online tutorials and 3 hours in the on-campus session).

In tutorials and at on-campus sessions (as relevant to their enrolment mode), students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. Sometimes short 'homework' tasks will be set, which also need to be completed as tutorial preparation. The weekly program for the course with the accompanying readings/ preparation will be available on the unit iLearn site.

Unit Schedule

Week of Session	Content & key information
Week 0	Introduction to Module 6: Professional experience. Short lecture about mandatory requirements. Module 6 is mainly constituted by the professional experience placement, held towards the end of the session. Preparatory lecture and tutorial content is woven through the unit.
Week 1	Module 1: Introduction to language, literacies and children's literature; the 'four resources' model; overview of importance of oral language and vocabulary in literacy development.
Weeks 2 and 3	Module 2: Code-breaking with a focus on phonological and phonemic awareness; introduction to spelling; handwriting and keyboarding. A non-assessable online quiz will be available on iLearn before the census date, so students can receive formative feedback on their progress.
Weeks 4, 5 and 6	Module 3: Meaning making Literacy as meaning-focused; grammar as a resource for making meaning; how texts use language and images to make meaning. Week 4 – Language for expressing ideas. Quiz #1 15/03/2023 in 6–7pm window. Week 5 – Language for connecting ideas and organising texts. Week 6 – Language for interacting with others. On-campus session for Infrequent mode students: 01/04/2023 Module 6: Professional experience Key expectations
Week 7	Module 4: Text user Language for different purposes: types of texts and discourse organisation. Quiz #2 05/04/2023 in 6–7pm window. Module 6: Professional experience Learning to make thoughtful classroom observations
April 10 to 23	MQ recess
Week 8	Module 4: Text user continued. Teaching writing: introduction to pedagogies for teaching composition of different types of texts including use of model texts and joint construction. Module 6: Professional experience Professional standards, the P.Ex. report, lesson planning Major assignment Part A due 23:55 27/04/2023

Week 9	Module 5: Text analyst/text critic Applying learning about language and images from previous weeks to interpret multimodal texts and provide feedback to students on work samples. Critical visual literacy in children's literature. Quiz #3 03/05/2023 in 6–7pm window.
Weeks 10 to 12	No classes in EDST8206. Students will be on professional experience placements 08/05/2023–26/05/2023.
Week 13	Professional experience report due. No tutorials will be held this week.
University exam period	Quiz 4 – 24-hour take-home question – released 09:00 06/06/2023; due 09:00 07/06/2023. Major assignment Part B due 23:55 14/06/2023

On-campus session for 'Infrequent' mode students

The on-campus session for this year is on:

Saturday 01/04/2023

The time and venue can be found in students' personalised timetables in eStudent.

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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 Master of Teaching (Primary and Secondary) units

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is compulsory as the Master of Teaching is a professional qualification. All students must meet the 80% attendance requirement.

Activities completed during tutorials or on-campus days 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. 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 eStudent. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address

- The Dialogue function on iLearn
- Other iLearn communication functions

Infrequent Attendance Students

Information about the dates of on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2023/>

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

LANTITE

Students in the MTeach (Prim/Sec) must have met the standard for both the Literacy and Numeracy test prior to commencing the professional experience placement unit EDST8240 - Professional Practice 3 and Educational Research. Enrolling in EDST8240 while waiting for your results will not be accepted.

Passing a Professional Experience Unit

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 several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning

(WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->

- Students must have submitted all relevant written assessment tasks and/or associated unit component requirements prior to the commencement of the block.
- 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 School of Education's 'Additional Support' procedure will be activated and they will not be able to withdraw themselves from this unit.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Fitness to practice requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should

not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BTeach/MTeach) are advised to seek academic advice.

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** practised inside and outside of the classroom.

Students will build resilience by engaging strongly with intellectually challenging content relevant to teaching. During teaching weeks and during the professional experience placement, students will draw on social and structural supports including meaningful interaction with a range of peers as well as teaching staff in the unit, tertiary supervisors, and staff in schools. They will build foundational skills of managing new and complex contexts during the professional experience placement, and practise resilience as they engage with feedback on their teaching practice.

- **Reflexive** in their teaching practice.

Students learn about the 'ladder of inference' as a tool for reflecting on practice from different standpoints and to prepare for making thoughtful classroom observations. Opportunities to develop professional reflexivity will be specifically afforded by the professional experience placement, in which students will reflect upon their own practice and make effective decisions in light of their own and supervising teacher evaluations.

Reflexivity is also developed across the assessment tasks, as students reflect upon feedback and then feed forward relevant advice, where possible, to subsequent assessment tasks and/or into their teaching practice in professional experience placements in this unit and in the future.

- **Responsive** to students, colleagues, parents and professional communities.

Students will understand and respect the roles adults play in children's literacy development, the importance of oral language as foundational for literacy success, and the development of reading, writing, and multimodal and critical literacy in homes/communities as well as in formal educational contexts. Students will begin to develop an understanding of the role of literacy education in promoting social justice for children experiencing difficulties in literacy learning, Indigenous learners, and EAL/D (English as an additional language or dialect) learners - and their responsibilities as educators in being responsive to student diversity.

During the professional experience placement, students will demonstrate positive professional relationships with children, parents/families (as opportunity affords) and colleagues. Students will draw on their knowledge of curriculum content and how to teach it to promote children's language and literacy development and to provide meaningful feedback as responsive teachers.

- **Ready to learn.**

Students will develop a foundational understanding of the role and value of language, literacy and children's literature across the curriculum in school (K–6) contexts. They will demonstrate a basic working knowledge of aspects of language and literacies including phonology, grammar and text types including multimodal texts. This will form the basis for future learning in other units, that is, students are encouraged to see this unit as foundational and not an end point. Students will practise positive dispositions to professional learning, for example, they will come to tutorials prepared for learning, including having completed prior reading and preparatory tasks, and bringing their own questions and key understandings to share. They will engage in small group activities and discussions. They will cultivate positive attitudes towards lifelong professional learning about language, literacy education and literature.

- **Research-engaged** throughout their career.

Students will engage, individually and collaboratively, with research-informed lecture content, tutorials and scholarly readings. In assessment tasks, students will apply analytical skills to texts, which will provide practice for similarly informed analysis in future professional work e.g. understanding students' phonemic awareness skills; applying knowledge of language to texts for and by children. Weekly readings will engage students with research-informed principles and practices in English/literacies education.

During the professional experience placement, students will develop a tracking system for assessment purposes, collecting observations of at least 5 students per week. They will undertake observations to compile information which could be used for a mid-year report for 1 student by the completion of Professional Experience. These activities will develop understandings of how 'small data' from classroom assessment help to give us details about children's learning and progress.