



ECHE8290

Professional Experience 3

Session 2, In person-scheduled-intensive, North Ryde 2024

Macquarie School of Education

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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

Unit Convenor

Dr Nicole Jamison

nicole.jamison@mq.edu.au

Contact via Contact via iLearn Dialogue

25BWW 615

By appointment

Credit points

20

Prerequisites

ECED825 or ECHE8250

Corequisites

Co-badged status

Unit description

This unit enables students to refine their roles as early childhood teachers. During their final placement 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. This unit contains a 30 day placement to be completed as three days a week over ten weeks. Students may apply to complete the placement requirements in their own workplace where appropriate.

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 professional portfolio

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

- 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 outcome 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.

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 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.

Academic Integrity

In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy. The use of AI tools, such as ChatGPT, should not be used to generate any part of a submitted assessment. Assessments should not include any content or ideas generated by third parties or artificial intelligence sources.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|----------------------------------------------------------------------------------------|-----------|--------|------------------|
| Professional Experience Evaluation Report (Supervising Teacher Report) | 0% | Yes | 23:55 25/10/2024 |
| Teaching Performance Assessment | 100% | Yes | 23:55 25/10/2024 |

Professional Experience Evaluation Report (Supervising Teacher Report)

Assessment Type ¹: Field work task

Indicative Time on Task ²: 1 hours

Due: **23:55 25/10/2024**

Weighting: **0%**

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

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 professional portfolio
- 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.

Teaching Performance Assessment

Assessment Type ¹: Teacher performance assessment

Indicative Time on Task ²: 24 hours

Due: **23:55 25/10/2024**

Weighting: **100%**

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

Teacher Education Students will complete the MQ Teaching Performance Assessment (MQTPA) in the final Professional Experience unit in their program. The Teacher Education Student needs to also refer to their Professional Experience Requirements for the unit as this will support the evidence s/he collects whilst on placement. Please review these documents to understand what you are required to do to meet the MQTPA requirement.

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 professional portfolio
 - 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

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 to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ mode are especially 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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

The weekly program for the course with the accompanying readings/ preparation is available on the unit iLearn site.

Workshops

- All students are expected to attend the 4 workshops on 2nd August, 16th August, 6th September and 11th October 2024. Each workshop is scheduled from 9am-3pm
- Students will attend Professional experience placement 3 days/week starting 5th August to 11th October 2024.
- Viva Voce Practical is scheduled for 18th October 2024 (noted as online Practicals in timetable).

In the workshop students will discuss issues and questions arising from placement internship and readings and prepare for your MQTPA. You are required to complete preparatory tasks for the tutorials, at the tutorials to participate in small group activities, whole class discussion and to complete brief tasks either as individuals or in pairs. You are expected to base your arguments/discussions and placement reflections on evidence from published research and other relevant material.

Lectures

- There are no weekly lectures.

The MQTPA content is largely delivered through **Education Commons** – see the section titled **Teaching Performance Assessment**.

The MQTPA content - lectures, podcasts, mini powerpoint presentations and AITSL resources are all available from the beginning of the semester. Please listen to and view these as soon as you are able and before the week 2 workshop session. The content on EDSTCOMM includes but is not limited to:

- **Online MQTPA Lectures**
- **MQTPA Podcasts**
- **MQTPA AITSL Resource Series**

Required and recommended readings

This PEx unit is the culmination of your learning in the degree, therefore, in addition to the readings provided on iLearn, you will need to draw on your professional library – accumulated over your degree and source additional readings as you consider the MQTPA requirements and what literature you need to support your MQTPA.

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

It is also expected that students have mastered APA referencing and get guidance by relevant resources, such as: <https://libguides.mq.edu.au/referencing/APA7thEdition>

Unit Schedule

ECHE8290 Unit Schedule 2024

| Week | Topic |
|--------------|-------------------------------------------------------------------------------------------------|
| Week 1 | Self-organisation |
| Week 2 | Workshop 1: Friday 2nd August (9.00am-3.00pm) |
| Week 3 | Internship commences Week 1 (3 days) |
| Week 4 | Internship continues Week 2 (3 days) Workshop 2: Friday 16th August (9.00am-3.00pm) |
| Week 5 | Internship continues Week 3 (3 days) |
| Week 6 | Internship continues Week 4 (3 days) |
| Week 7 | Internship continues Week 5 (3 days) Workshop 3: Friday 6th September (9.00am-3.00pm) |
| Week 8 | Internship continues Week 6 (3 days) |
| MQ Recess | Internship continues Week 7 (3 days) |
| MQ Recess | Internship continues Week 8 (3 days) |
| Week 9 | Internship continues Week 9 (3 days) |
| Week 10 | Internship continues Week 10 (3 days) Workshop 4: Friday 11th October (9.00am-3.00pm) |
| Week 11 | Viva Voce Practicals (through Zoom): Check timetable for your scheduled time |

| Week | Topic |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 12 | <p>Assessment 1: P.Ex. Evaluation Report (Supervising Teacher Report) due to WIL office 23:55 Friday 25th October (0%)</p> <p>Assessment 2: Teaching Performance Assessment (TPA) due 23:55 Friday 25th October (100%)</p> |
| Week 13 | |

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](#).

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

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during workshops are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit (and to meet the ACECQA requirements). Attendance at all workshops is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are also required to attend the practical (Viva Voce) in which they are enrolled. Any changes to practical enrolments must be completed officially through e-student. 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

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/inducti>

[on-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating-](#)

- Students must have submitted all 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 as being in need of additional support for Professional Practice and/or Bookwork, the School of Education's 'Additional Support' procedure will be activated.
- 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>

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.

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.

- **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.

- **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.

Unit information based on version 2024.02 of the [Handbook](#)