



TEP 404

Professional Experience in Primary School II

D3 2012

Education

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Credit points 3
Prerequisites TEP403(S) or TEP418(P) or TEP419(P)
Corequisites TEP420
Co-badged status
Unit description Students are required to work in a school for at least 20 days under the guidance of a master teacher implementing strategies and techniques being studied concurrently in the 400-level professional units in which they are enrolled.

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:

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Assessment Tasks

Name	Weighting	Due
<u>Supervising Teacher Report</u>	25%	after 12 teaching days

Name	Weighting	Due
<u>Student Report 1</u>	25%	after 12 days of teaching
<u>Student Report 2</u>	25%	after 23 days teaching
<u>Supervising Teacher Report</u>	25%	after 23 days teaching

Supervising Teacher Report

Due: **after 12 teaching days**

Weighting: **25%**

ST report after 12 days of teaching

Satisfactory or pass grade only

On successful completion you will be able to:

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Student Report 1

Due: **after 12 days of teaching**

Weighting: **25%**

Student Self-evaluation report after 12 days

Satisfactory or pass grade only

On successful completion you will be able to:

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing

- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Student Report 2

Due: **after 23 days teaching**

Weighting: **25%**

Student Self-evaluation 2

Satisfactory or pass grade only

On successful completion you will be able to:

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Supervising Teacher Report

Due: **after 23 days teaching**

Weighting: **25%**

Supervising Teacher Report 2

Satisfactory/Pass grade only

On successful completion you will be able to:

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing

- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Delivery and Resources

INTRODUCTION

TEP404 comprises professional experience and three one hour professional development tutorials. Professional experience involves working in a primary school with a Master Teacher and his/her class to plan, teach most of the day across the six Key Learning Areas over a period of at least 23 days. Further information about the professional experience component of TEP404 is found in the 2011 Professional Experience Guidelines and the Student Booklet for TEP404. During the tutorials students will continue to develop their professional and collaborative skills as they reflect on their teaching experiences and consider the implications of various issues for their work as teachers.

TEACHING EXPECTATIONS

This is the last professional experience practicum in your degree. As such, you will be expected to be working like any professional teacher in the classroom to:

1. Plan and teach most of the lessons each day over the 23 days
2. Plan and teach across the six Key Learning Areas
3. Attend all relevant meetings at the school
4. Arrive at school on time and leave when your MT leaves

Total days to be completed: 23

AITSL National Professional Standards for Teachers (Graduate)

The Framework of Professional Teaching Standards provides a common reference point to

describe, recognise and support the complex and varied nature of teachers' work. The standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of teachers.

TEP404 forms part of a program of study that enables students to achieve the **Graduate Teaching Standards**. These are the competencies expected of a beginning teacher.

Further information regarding the Professional Teaching Standards can be found on the Institute's website: <http://www.teacherstandards.aitsl.edu.au/>

UNIT STRUCTURE

Students are organised into specific supervisory groups according to the schools involved with the Macquarie University's program for Professional Experience. Tutorials will be based on discussion topics that are relevant to students' professional experience in schools.

Time for tutorials: Fridays

ATTENDANCE

Professional Experience

It is expected that students will attend their designated schools for a minimum of 23 days. These specific days are to be arranged with the Supervising Teacher in the very early stage of the practicum. Students are advised to note the period of semester allocated for Professional Experience and make plans to complete their school visits in time to meet the requirements of TEP404.

Students **MUST** notify their Supervising Teacher and Supervising Lecturer as soon as possible if they are unable to attend school on a scheduled visit for any reason.

Attendance at the three tutorials listed for TEP404 is compulsory.

ASSESSMENT

The assessment requirements for TEP404 are described in the Student Booklet for this course. Refer to this booklet for specific details of tasks and master copies of the required reports and forms.

Unit Schedule

TEP 404 includes a 23 day practicum component in primary schools as well a three on-campus

tutorials.

	LECTURES	TUTORIALS	ASSESSMENTS / EXTERNALS / NOTES
WEEK 1		<p><u>Daybook format</u></p> <ul style="list-style-type: none"> - Discuss block experience - Organise observation days for supervisor - Discuss the function of the Daybook format including how it is an overview of comprehensive planning in a full teaching program. - Discuss how students can develop a Daybook format which is drawn from their Teaching Program Folders. - Examine a sample Daybook Format template. - Complete a Daybook using the template. 	
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			

WEEK 6		<p><u>Writing reports</u></p> <ul style="list-style-type: none"> - Discuss examples of school reports - Compare old and new formats for reporting to parents. - Discuss the elements of good reporting. - After discussion of the two readings, write a (mock) report comment for a student in your current school. Share with others and discuss. <p><u>References</u></p> <p>See DET policy on assessment and reporting to parents:https://www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml</p> <p>http://www.curriculumsupport.education.nsw.gov.au/timetoteach/report/p_teachers/teachers.htm</p> <p>http://www.curriculumsupport.education.nsw.gov.au/timetoteach/report/sbsr/prim_templ.htm (templates but intranet only)</p>	
WEEK 7			
MID SEMESTER BREAK			
WEEK 8			
WEEK 9			
WEEK 10		<p><u>Reporting to Parents</u></p> <ul style="list-style-type: none"> - Seminar: Ric Cilona - Curriculum Planning and Assessment, NSW DET 	
WEEK 11			
WEEK 12			
WEEK 13			

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://www.mq.edu.au/policy/docs/assessment/policy.html>

Grade Appeal Policy <http://www.mq.edu.au/policy/docs/gradeappeal/policy.html>

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Macquarie University has a range of policies that relate to learning and teaching, including assessment, unit guide and special consideration. They can be found at Policy Central (<http://www.mq.edu.au/policy/>).

GENERAL INFORMATION ABOUT ASSESSMENT

Basic Requirements

- A satisfactory level of English is expected for ALL assessment tasks. Assessment Tasks MUST be word processed. Headings, sub-headings and clear organisation of information are encouraged. Specific criteria for assignments can be found at the end of this Unit Guide.
- Students must attempt all components of the assessments. All components of the assessment program must be completed and submitted on time in order to satisfy course requirements.
- Students may be excluded for unsatisfactory attendance (less than 80%).
- No assignment grades will be released over the telephone or email. Please do not phone School of Education Office staff for this information.
- If you have queries about your assignment grades, you should consult the assignment marker in the first instance.
- If you wish to make a formal appeal about your grade, this should be made in writing to the unit convenor within one week of the marked assignment being returned. You will need to submit a clean, unedited copy of the assignment together with the marked copy and a covering letter to the School of Education Office (C3A 829). Clearly mark the envelope for the attention of Dr Robyn Moloney.

Submission of assignments

- Assignments can be submitted (with the appropriate cover sheet) through the Assignment Boxes in the foyer of Level 8 on C3A in order to ensure security, or you may be asked to hand them in to

the course convenor or tutors on the due date.

- You may also be asked to lodge assignments both in HARDCOPY and in SOFTCOPY and through Turnitin. Soft copies of your assignment should be attached as a Microsoft Word or PDF file.
- Students will use School of Education referencing procedures in all essays.
- The School of Education subscribes to the American Psychological Association (APA) referencing guidelines. You are expected to adopt these in your assignments.
- A copy of the referencing procedures can be obtained from the School of Education Office.
- All assignments MUST be word processed.
- Assignments must NOT be placed in plastic sleeves or display folders.
- Assignments must be submitted with the cover sheets.
- All assignments should represent your own work. Plagiarism is an offence and will be penalised (see below).
- Ensure that your assignment meets the requirements outlined on the front of your Assignment Cover Sheet.
- Assignments should be typed on one side of an A4 page, with a margin of at least 3cm. Use 1.5 line spacing.
- A penalty may be applied to assignments exceeding the word limit. A 'rule of thumb' is 10 % plus or minus the limit.
- Applications for extensions must be made in writing. The appropriate form is available from the School Office.
- Under no circumstances will assignments be accepted after the return of marked work.
- Lost assignments: Students should keep a photocopy of assignments. In all but exceptional circumstances, claims re 'lost' assignments cannot be made where the photocopy cannot be produced.

Return of assignments

- Assignments will be available for return after marking in the Education Office (C3A828). Students will be informed, via email or announcement on Blackboard when assignments will be ready for

collection or they will be returned at subsequent weekly workshops.

Extensions:

Ordinarily, no extension of time for submission of written work will be granted. If an extension is required for medical or other extenuating circumstances, you must submit a request in writing prior to the due date, together with a medical certificate or other similar evidence. Use the request form available from the School Assignment Office, C3A 828 (telephone 9850 8704). They will pass them on to the unit convenor.

Extensions will be granted only in special circumstances and with documentary support by the unit convenor only.

There are ONLY two possible grounds for extension a) illness and b) misadventure (circumstances beyond the student's control, not pressure of accumulated assignments). Professional experience is not an acceptable reason for extensions.

If you wish to apply for an extension on the grounds of illness or some other cause beyond your control, you **must** complete the relevant form and forward it to the unit convenor **prior to due date**. Supporting evidence **must** be attached.

If you have been granted an extension and cannot submit by the revised date, you must apply in writing for a further extension within seven days of the revised date. If you do not do this, it will be assumed that you have withdrawn from the unit. This could result in a failure.

You cannot submit your assignment after the marked assignments have been returned. In exceptional circumstances, you may be given an alternative topic.

Late Submissions:

If you have not been granted an extension, or if you submit after your extension date, you will be penalised at a rate of 10% of the maximum mark for the assignment for each day it is late.

No assessable work will be accepted after the return of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic must be set.

Lost assignments:

Students should keep an electronic copy/ photocopy of assignments. In all but exceptional circumstances, claims re "lost" assignments cannot be made where an electronic copy or photocopy cannot be produced.

Resubmissions:

Where a student is awarded a 'fail' grade for a specified assessment task they may be asked to

resubmit the task, or, in the case of Task 2, the group Performance, submit a supplementary task. This opportunity is restricted to tasks that incorporate an essential, competency-based component such as producing a lesson plan or a unit of work. No more than one supplementary submission is permitted in any one unit.

The resubmitted task will be graded as either 'satisfactory' or 'unsatisfactory'. A 'satisfactory' grade indicates that the student has met the minimum standard expected of a student teacher at this stage of their professional development. Where a student fails to resubmit the task or the supplementary task fails to meet the minimum standard expected, the student may be deemed as having failed the unit.

The student's final grade for the unit will be determined by the grade and mark allocated to the original submission.

Special consideration

Students who experience a disruption to their studies through ill-health or misadventure are able to apply for 'Special Consideration'. Information related to University's policy on special consideration can be found at: http://www.mq.edu.au/policy/docs/special_consideration/policy.html. The relevant application form can be found at: <http://www.reg.mq.edu.au/academic-index.html>

If you experience serious, unavoidable disruption to any aspect of your study not covered by an extension request, such as tutorial attendance, you may be eligible for special consideration. Special consideration forms must be lodged with the Student Enquiry Service in the Lincoln Building within **5 days**. Those with chronic conditions should contact Campus Wellbeing.

Extension and Special Consideration Exclusions

Some circumstances routinely encountered by students are not acceptable grounds for claiming either an extension or special consideration:

- Routine demands of employment or need for financial support
- Routine demands of practical placements
- Routine family demands and/or problems (e.g. tensions with parents or spouses)
- Difficulty adjusting to university life or to the demands of academic work
- Stress or anxiety associated with any aspect of academic work
- Routine demands of sport or clubs, or social or extra-curricular activities
- Conditions existing prior to the commencement of a unit of study

PLAGIARISM & ACADEMIC HONESTY

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. Plagiarism includes, but is not limited to, any of the following acts:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins
- using or extracting another person's concepts, experimental results, or conclusions
- summarising another person's work
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

You must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: <http://www.student.mq.edu.au/plagiarism/>

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Please see the University policy on Academic Honesty at http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm

UNIVERSITY POLICY ON GRADING

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

It is important that you realise that the policy does not require that a minimum number of students are to be failed in any unit. In fact it does something like the opposite, in requiring examiners to explain their actions if more than 20% of students fail in a unit.

The process of scaling does not change the order of marks among students. A student who

receives a higher raw mark than another will also receive a higher final scaled mark.

For an explanation of the policy see <http://www.mq.edu.au/policy/docs/grading/policy.html>

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or <http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

Please read this carefully.

Criteria for awarding grades in the unit.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <http://www.mq.edu.au/policy/docs/grading/policy.html>. The following generic grade descriptors provide university-wide standards for awarding final grades.

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: Except where specified numerical marks will NOT be awarded for specific assessment. They will only be awarded with your final grade.

APPEALS AGAINST GRADES

University regulations allow for students to appeal a unit grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- The unit coordinator did not provide the outline as required;
- Assessment requirements as specified in the unit outline were varied in an unreasonable way;
- A clerical error has occurred in the computation of the grade;
- Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date;
- I have been disadvantaged in some way due to the conduct of the final examination; and
- The examiner's judgement was not objectively applied because of prejudice against the individual.

Further information can be found on the Dean of Students website: <http://www.deanofstudents.mq.edu.au/grades.html>

Appeals must be lodged on the appropriate university form. This can be accessed at: <http://www.registrar.mq.edu.au/academic-index.htm>

A Grade Review or Grade Appeal may result in:

- no change to the awarded Standardised Numerical Grade, or
- a reduced Standardised Numerical Grade, or
- an increased Standardised Numerical Grade

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: <http://students.mq.edu.au/support/>.

UniWISE provides:

- Online learning resources and academic skills workshops http://www.mq.edu.au/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Wellbeing

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

Special Consideration Policy

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level.

http://mq.edu.au/policy/docs/special_consideration/policy.html for further advice.

Advice for International Students

Macquarie International is the first point of contact for international students.

<http://www.international.mq.edu.au/> See also <http://www.international.mq.edu.au/studentservices/index.aspx>

International students can make individual or small group appointments to see the Study Skills Adviser, or drop-in for quick questions to E3A, Level 1. Don't forget to bring your unit outlines with you to your appointment.

Study Skills Support Unit

Assistance is provided through a range of programs for students.

See: <http://www.mq.edu.au/studyskillssupport/>

http://www.ling.mq.edu.au/support/writing_skills/index.htm

Writing Skills:

Unit staff are not expected to help you with basic writing advice. Further, in fairness to other students, unit staff will not provide you with information and advice concerning assessments, which is not readily available to all students in the unit.

Macquarie University offers a number of courses and services to help students with writing problems, whether they be first or second language speakers of English. If you find writing difficult, you are advised to:

- Visit the Macquarie Gateway site (<http://online.mq.edu.au/pub/EDUCGATEWAY>) where you will find detailed help and advice related to writing skills
- Contact Sue Spinks, Writing Skills Coordinator, Department of Linguistics, W6A531. Telephone:

9850 8770

- Contact the Writing Skills Adviser, Centre for Open Education, X5B. Tel: 9850 7470.
- See also: Peters, P. (1985). Strategies for student writers. Brisbane: John Wiley.

Student Services and Support

Students with a disability are encouraged to contact the [Disability Support Unit](#) who can provide appropriate help with any issues that arise during their studies.

Advice for students with disabilities/ health conditions

The Disability Support Unit provides support and assistance to students with a disability/ health condition to enable them to achieve their academic potential. Service provision is tailored to individual need following an interview and the provision of supporting documentation.

Students who are enrolled at Macquarie University can register with the Disability Support Unit by downloading and returning an Advice of Disability/Health Condition form from

www.registrar.mq.edu/academic-index.htm and making an appointment to see a Disability Advisor.

Annual registration with the Disability Support Unit is required for all disability/health conditions.

Karen Gregory, Academic Disability Liaison Officer, Department of Education,

Ph: 9850 8619 karen.gregory@mq.edu.au

Louella Freeman, ph. 9850 8619, Academic Disability Liaison Officer, Dept. of Education

Nicole Saunders, Administrative Assistant, Disability Support Unit ph 9850 6494 email: disability@mq.edu.au

Sondra Wibberley, Disability Services Co-ordinator, Counselling & Health Services students with Disabilities. Student Services Building, Ph: 9850 7490

In person: Level 2, Lincoln Building (C8A). www.sss.mq.edu.au/equity

Student Enquiries

Details of these services can be accessed at <http://www.student.mq.edu.au/ses/>.

IT Help

If you wish to receive IT help, we would be glad to assist you at <http://informatics.mq.edu.au/help/>.

When using the university's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students and it outlines what can be done.

General IT Support and Troubleshooting

Please do NOT contact the Unit Convener or Tutors regarding technical support for your computer access.

For support with access to wireless and other general technology matters, please contact the Macquarie University Library Student IT Help Desk (Phone: 9850 4357; Email: support@mq.edu.au).

Please do NOT contact the Unit Convener regarding Blackboard technical support. CONTACT Macquarie University Library Student IT Help Desk. Phone: 9850 4357, Email: support@library.mq.edu.au

Technology requirements

It is assumed that students enrolled in TEP units have access to a computer and the Internet. There are a number of university computers in C5C (Rooms 211, 213 and 217) as well as in the dedicated teaching spaces for students studying Education (the TEL Labs C5A201, 204 and 210). Computers in Room C5A210 can be accessed at specified times.

In order to successfully complete various TEP units students need to ensure they have a reasonable level of competence in ICTs and Information Literacy skills. If you feel uncertain about your competency it is your responsibility to undertake training to acquire or improve these skills as soon as possible as they will be assumed in the workshops.

Getting Help with Computers @ Uni

<http://www.lib.mq.edu.au/help/ithelp/email.html>

Phone: (02) 9850 HELP (4357) or Freecall: 1800 063 191 Internet Chat: MSN Messenger at ithelp@mq.edu.au Face to Face: IT Help Desk, Level 1, University Library Email: Just Ask form <http://www.library.mq.edu.au/justask/> 24x7 Follow the Sun Helpdesk email: ithelp@mq.edu.au

Want to Develop Your Computer Skills?

Access to online training and training notes for library courses is also available from the library web site (<http://www.lib.mq.edu.au/training>).

ICT skills training

The Library (telephone 02-9850 7500) offers excellent training courses in information literacy and ICT skills. Students who are newly arrived at the University, are encouraged to attend the Library

Tour. <http://www.lib.mq.edu.au/training/> . For a full list of library services see: <http://www.lib.mq.edu.au/services/> .

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching

- Apply their understanding of developments in the National Curriculum to the classroom

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and

evaluate a variety of teaching strategies

- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the processes of learning, teaching and assessing
- Develop pedagogical skills for effective use of ICT integration
- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Apply their understanding of developments in the National Curriculum to the classroom
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Develop pedagogical skills for effective use of ICT integration

- Use their research-based knowledge of curriculum and pedagogies to assess and evaluate a variety of teaching strategies
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Demonstrate knowledge of subject content across all KLAs in planning and practice
- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Demonstrate ability to plan, program and assess teaching and learning experience that differentiate for learners
- Develop ways of teaching higher order thinking skills to students
- Demonstrate strategies for teaching students how to work collaboratively

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Develop ways of teaching higher order thinking skills to students

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Develop further skills in reflective practice and show an understanding of the professional role of the teacher and the ethics of teaching
- Develop ways of teaching higher order thinking skills to students