![Macquarie University Sydney Australia]

ECHP424

Professional Experience 7

S2 Day 2018

Department of Educational Studies

Contents

Disclaimer

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General Information

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Credit points
3

Prerequisites
ECHP421 or ECHP425

Corequisites

Co-badged status

Unit description
This final professional experience unit provides students with the opportunity to consolidate both their pedagogical practice and their professional inquiry skills. Students are placed in an early childhood setting relevant to their course requirements. In preparing students for their professional career this professional experience combines both day to day responsibility for a class or group of children along with a practitioner inquiry project based on a self-assessment of their teaching. The aim of the unit is to build the confidence and capacity of students with a focus on curriculum decision making that reflects the needs of the setting and the student's personal philosophy of teaching.

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:

enhance your knowledge and skills for your future career.

locate relevant theoretical and practical literature,

recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,

use practitioner inquiry as a strategy for improving your teaching and learning,

identify personal strengths in performance and learning,

undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

consolidate your use of diverse communication skills,

General Assessment Information

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if

plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.*

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

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

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all

drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

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: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD **(High Distinction)**	**Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.**
D **(Distinction)**	**Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.**

Cr **(Credit)**	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P **(Pass).**	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F **(Fail)**	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. Students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015).**

The following guide can be purchased from the Co-op Bookshop. This is a required text: *

Perrin, R. (2015). Pocket guide to APA style (5th ed.). Stamford, CT: Cengage Learning.

Assessment Tasks

Name	Weighting	Hurdle	Due
Philosophy and Reflection	30%	No	Monday 20th August
Professional Experience Viva 1	15%	No	Week 3 & 4 and OCD 1
Professional Experience	0%	No	Week 5-7 + 3 Obs days
Professional Experience Viva 2	15%	No	Week 8 & 9 & OCD 2
Practitioner Inquiry Project	35%	No	Monday 29th October
ASSET Survey	5%	No	1/9; 15/9; 1/10; 15/10; 1/11.

Philosophy and Reflection

Due: **Monday 20th August**
Weighting: **30%**

Defining the Practitioner Inquiry research question and proposal for project design and methodology.

On successful completion you will be able to:

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.
- consolidate your use of diverse communication skills,

Professional Experience Viva 1

Due: **Week 3 & 4 and OCD 1**
Weighting: **15%**

Prior to commencing your Professional Experience, each student will present a five minute Viva at the Tutorial in weeks 3 or 4 (for internal students) or at the On Campus Day 1 (for external students). A Viva is a showcase of thinking and progress to date.

On successful completion you will be able to:

- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- consolidate your use of diverse communication skills,

Professional Experience

Due: **Week 5-7 + 3 Obs days**
Weighting: **0%**

3 Orientation Days and 15 days of Professional Experience. Evaluation requirements are detailed in the ECHP 424 Professional Experience Documents.

YOU MUST BRING YOUR PE FOLDER (WORK IN PROGRESS) TO THE WEEK 4 TUTORIAL OR THE FIRST ON-CAMPUS DAY. YOU WILL NOT BE ABLE TO START PE UNLESS YOU FOLDER HAS BEEN PASSED BY UNIT STAFF.

On successful completion you will be able to:

- enhance your knowledge and skills for your future career.
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- identify personal strengths in performance and learning,

- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.
- consolidate your use of diverse communication skills,

Professional Experience Viva 2

Due: **Week 8 & 9 & OCD 2**
Weighting: **15%**

Following your Professional Experience, each student will present a five minute Viva at the Tutorials or On-Campus session following PE.

On successful completion you will be able to:

- use practitioner inquiry as a strategy for improving your teaching and learning,
- consolidate your use of diverse communication skills,

Practitioner Inquiry Project

Due: **Monday 29th October**
Weighting: **35%**

This assignment provides an opportunity for you to engage in the process of Teacher Research or Practitioner Inquiry whilst you are undertaking your Professional Experience. In this instance the project you choose will be based on a professional challenge for you as a teacher.

On successful completion you will be able to:

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- consolidate your use of diverse communication skills,

ASSET Survey

Due: **1/9; 15/9; 1/10; 15/10; 1/11.**
Weighting: **5%**

Completing the Annual Student Survey of Education for Teaching (ASSET)

On successful completion you will be able to:

- undertake candid self-assessment of progress towards both the Macquarie University

Graduate Capabilities and the professional goals for student teaching.

Delivery and Resources

Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *Unit Readings, Assessments & Study Guide*
- *Professional Experience Handbook*
- *Professional Experience Guide*
- *Professional Field Visits Guide*

Electronic Communication

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email* Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Unit Coordinators for this unit are

- Susan Reade - For all academic issues - eg questions about content, readings, assignments
- Belinda Davis - For all Professional Experience inquiries - eg those related to your placement

Please use the dialogue function on iLearn to contact us in the first instance.

Professional Experience Unit Academic Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
  - Internal Students: Participate in all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
  - External Students: Participate in all on-campus sessions – punctuality is expected. Please note that non-participation will lead to exclusion from the unit. Students who are unable to participate due to illness or other unavoidable disruption will be supported in their application to withdraw without academic

penalty.

- Students are required to contribute to all online and tutorials/workshops tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials/workshops
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/workshops
- All assessment tasks must be submitted
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments against the marking criteria and unit outcomes prior to submission.
- **In order to meet all expectations for this unit, students must:**
- attain an overall minimum of a Pass grade for the written submission components, **AND**
- attain a 'Satisfactory' grade for their Professional Experience Evaluation Report

Professional Experience Unit Placement Expectations

- Students are required to complete 18 days of Professional Experience at an early childhood centre for children aged birth-5 or a school
- To be eligible to commence the block placement component of this unit, students
  - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
  - Must meet the participation requirements for the unit
- Students must be able to present evidence of completion of the following prior to semester census date in order to receive a placement for Professional Experience:
  - A Working with Children Check or State/ Territory equivalent
  - Anaphylaxis training (practical and on line training)*
  - Child Protection online training*
- A Working with Children Check or State/Territory equivalent is required by the end of Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- Students are expected to negotiate with the supervising teacher to complete five (3) observation days at times which do not impact on attendance at tutorials for this or other units.
- Students who are completing a unit offered by another department are expected to

inform and negotiate with that unit convener 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 assessments against the marking criteria and unit outcomes prior to submission.

- **In order to meet the Professional Experience placement expectations of this unit, students must:**

- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**

- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.

- Macquarie University operates under a 'Fit to Sit' model as specified in the University's Special Consideration Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. 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.

- If a Student is identified by the Unit Convenor as being 'At Risk', the Department's 'At Risk' procedure will be activated and they will not be able to withdraw themselves from this Unit.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Unit Schedule

	Lecture Content	Tutorials for Internals	Required reading or tasks for Tutorial / OCS
Week 1 **July 30**	Images of Early Childhood Teachers - Reflection and Philosophy - Introduction to the Unit. Sandra Cheeseman	**Yes**	Unit Outline Hill, Stremmel and Fu (2005) - ilearn Britt & McLachlan (2015) - Ilearn
Week 2 **Aug 6**	Practitioner Inquiry as a strategy for professional practice Sandra Cheeseman	**Yes**	Cook and Young (2004) ALL TO READ ilearn and Choose one from the readings in the options in the Week 2 Label on iLearn
Week 3 **Aug 13**	Professional Experience in ECHP424 Belinda Davis	**Yes Viva 1**	Fleet et al (2016). Chapter 2 Principles of inquiry-based practice. Begin finding literature related to your PI. Prepare your Viva ½ group present Viva (Internals)
Week 4 **Aug 20**	Undertaking and presenting a practitioner inquiry project. Sandra Cheeseman **On Campus Session 1 Saturday 25th August**	**Yes Viva 1**	Begin finding literature related to your PI ½ group presents Viva (internals) **Bring your PE Folder to class or on-campus session** Externals present Viva at OCS
Week 5 Aug 27	**Professional Experience**	**No**	Continue reading to support your Practitioner Inquiry Project
Week 6 Sept 3	**Professional Experience**	**No**	Continue reading to support your Practitioner Inquiry Project
Week 7 Sept 10	**Professional Experience**	**No**	Continue reading to support your Practitioner Inquiry Project
Recess Sep 17			Prepare Viva and Ass 5

Recess **Sept** **24**	**On Campus Session 2 Friday 28th September**		Externals Present Viva 2
Week 8 **Oct 1**	**Lecture - Guest Speaker**	**Yes - Viva 2**	Readings to be Advised
Week 9 **Oct 8**	**Lecture - Guest Speaker**	**Yes - Viva 2**	1/2 group present Viva
Week 10 **Oct 13**	**Lecture - Guest Speaker**	**Yes**	1/2 group present Viva
Week 11 **Oct 22**	**Lecture - Guest Speaker**	**No**	
Week 12 **Oct 29**	**Lecture - Guest Speaker**	**No**	Complete Ass 5
Week 13 **Nov 5**	**No Lecture**	**No**	
Exams	**No Exam**		

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

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.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

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

- use practitioner inquiry as a strategy for improving your teaching and learning,
- consolidate your use of diverse communication skills,

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

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

- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

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

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project
- ASSET Survey

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

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- consolidate your use of diverse communication skills,

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

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

- enhance your knowledge and skills for your future career.
- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- undertake candid self-assessment of progress towards both the Macquarie University Graduate Capabilities and the professional goals for student teaching.

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2

- Practitioner Inquiry Project

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

- locate relevant theoretical and practical literature,
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- use practitioner inquiry as a strategy for improving your teaching and learning,

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project
- ASSET Survey

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

- use practitioner inquiry as a strategy for improving your teaching and learning,
- identify personal strengths in performance and learning,
- consolidate your use of diverse communication skills,

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1

- Professional Experience
- Professional Experience Viva 2
- Practitioner Inquiry Project

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

- enhance your knowledge and skills for your future career.
- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,
- identify personal strengths in performance and learning,

Assessment tasks

- Philosophy and Reflection
- Professional Experience Viva 1
- Professional Experience
- Practitioner Inquiry Project

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 outcome

- recognise the importance of socially just practices in educational settings, by recognising and connecting with children's families, valuing community and cultural contexts,

Assessment tasks

- Philosophy and Reflection
- Professional Experience
- Practitioner Inquiry Project