



ECED829

Early Childhood Postgraduate Internship

S2 Day 2018

Department of Educational Studies

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Disclaimer

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General Information

Unit convenor and teaching staff

Convenor

Maria Hatzigianni

maria.hatzigianni@mq.edu.au

Contact via +61 2 98509815

29 WW (X5B) room 239

Convenor

Philip Li

Credit points

8

Prerequisites

ECED825

Corequisites

Co-badged status

Unit description

This unit enables students to refine their roles as early childhood teachers. During the internship 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. The internship contains a 30 day placement to be completed as three days a week over ten weeks. Students may complete the internship 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:

Refine your teaching practices as an early childhood teacher

Take responsibility for your own learning

Demonstrate a depth of knowledge about selected areas of professional practice

Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Strengthen your critical reflective skills and enhance your academic skills

General Assessment Information

Students have to compile a professional portfolio which includes 6 sections and references for each section. All sections will be relevant to student's internship placement. The 6 sections are:

- 1) Who am I as a teacher - digital format (Google Sites)
- 2) Learning environment
- 3) Planning for learning
- 4) Relationships
- 5) Taking a leadership role
- 6) Reflections on the internship

More details about the professional portfolio and the different sections will be provided in iLearn when the session starts.

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.

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
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

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

to their final submission on the due date.

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

Please note:

- Students should regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

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.

EC Professional Experience Units

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

Units with Submissions of Family & Children's Records

Family and Children's Records at Department of Educational Studies (EC)

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to ethical practices and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://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.

Other important policies

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

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.

Other policies that relate to Learning and Teaching (see Policy central):

Academic Honesty Policy

Assessment Policy

Grade Appeal Policy

Complaint Management Procedure for Students and Members of the Public

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/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 enquiry service

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

Equity 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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Teaching Folder	0%	No	31 October
Professional portfolio	100%	No	9 November
Professional experience	0%	No	31 October

Teaching Folder

Due: **31 October**

Weighting: **0%**

Students must maintain a professional record of teaching and learning while completing the internship. This is assessed by the mentor teacher. **No specific requirements** are set on how many observations/projects/experiences should be developed during the internship. This is done in negotiation with the student's mentor and early childhood setting.

On successful completion you will be able to:

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Professional portfolio

Due: **9 November**

Weighting: **100%**

The portfolio is a record of inquiries conducted while completing the internship. It is based on the question: "What does being a teacher mean to me?". The first section of the portfolio will be created with Google Sites (digital portfolio) and a draft of this section will be presented in the second class for providing feedback and guidance.

On successful completion you will be able to:

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Professional experience

Due: **31 October**

Weighting: **0%**

Students must successfully complete 30 days of internship teaching in a childcare centre or preschool. They are supported in this endeavour by a mentor teacher and a tertiary supervisor.

On successful completion you will be able to:

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Delivery and Resources

DELIVERY

Four Friday classes are held for this unit from 9.00am until 5.00pm (please see the detailed schedule).

TECHNOLOGY

Access to iLearn is required.

Gmail account - Familiarity with Google suite/drive/docs/

This year part of the professional portfolio will be digital and will be created with Google Sites.

Students will undergo training in how to use Google Sites in their workshops.

RESOURCES AND TEACHING MATERIALS

There is an expectation that you complete the scholarly reading in this unit. It is an integral part of your study of UNIT ECED829.

Prescribed Text:

There is no prescribed textbook for this unit. This is a capstone unit and students are expected to read widely and build on previous readings.

Depending on specific needs and relevant to internship contexts more literature can be prescribed/recommended during the session - in iLearn.

It is also expected that students have mastered APA referencing and get guidance by relevant resources, such as:

Perrin, R. (2015). *Pocket guide to APA style* (6th ed.). Wadsworth: Cengage Learning.

Recommended Readings

Australian Children's Education & Care Quality Authority. (2011). *Guide to the national quality*

standard. Retrieved from <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf>.

Arthur, L. (2010). *The Early Years Learning Framework: Building confident learners*. Research in Practice Series, 17, (1), Canberra: ECA.

Arthur, L., Beecher, B., Dockett, S., Farmer, S., & Death, E. (2015). *Programming and planning in early childhood settings*. (6th ed.). Victoria: Thomson.

Bombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions: How to connect with children to extend their learning*. Washington D.C.: NAEYC.

Burman, L. (2009). *Are you listening? Fostering conversations that help young children learn*. St Paul, Minnesota: Redleaf Press.

Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. Minnesota: Redleaf Press.

Department of Education, Employment & Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Canberra: Commonwealth of Australia.

Department of Education, Employment & Workplace Relations (2010). *Educators belonging, being and becoming: Educators' guide to the early years learning framework for Australia*. Canberra: Commonwealth of Australia.

Department of Education, Employment & Workplace Relations (2010). *The early years learning framework in action: Educators' stories and models for practice*. Canberra: Commonwealth of Australia.

Derman Sparks, L., & Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington DC: NAEYC.

Danby, S., Flear, M., Davidson, C., & Hatzigianni, M. (2018). *Digital Childhoods. Technology in children's everyday lives*. Singapore: Springer publications.

Fellowes, J., & Oakley, G. (2014) *Language, Literacy and Early Childhood Education*. (2nd ed.). Australia/New Zealand: Oxford University Press.

Fleet, A., Honig, T., Robertson, J., Semann, A., & Shepherd, W. (2011). *What's pedagogy anyway? Using pedagogical documentation to engage with the early years learning framework*. Retrieved from <http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf>

Giamminuti, S. (2013). *"Dancing with Reggio Emilia: Metaphors for quality."* Mt Victoria, NSW: Pademelon Press.

Goodfellow, J. (2009). *The Early Years Learning Framework: Getting started*. Research in Practice Series, 16, (4), Canberra: ECA.

Grace, R., Hodge, K., & McMahon, C. (2015). *Children, Families and communities*. Australia: Oxford University Press.

Greenman, J., Stonehouse, A., & Schweikert, G. (2008). *Prime times: A handbook for excellence*

in infant and toddler care. (2nd ed.). Minnesota: Redleaf Press.

Helm, J., & Katz, L. (2011). *Young investigators: The project approach in the early years.* (2nd ed.). New York: Teachers College Press and Washington: NAEYC.

James, A., & Prout, A. (Eds.). (2015). *Constructing and reconstructing childhood: Contemporary issues in the sociological study of childhood.* Routledge.

MacNaughton, G., & Hughes, P. (2007). Teaching respect for cultural diversity in Australian early childhood programs: A challenge for professional learning. *Journal of Early Childhood Research*, 5(2), 189-204. doi: 10.1177/1476718X07076729

MacNaughton, G. Rolfe, S., & Siraj-Blatchford, I. (Eds.) (2010). *Doing early childhood research: International perspectives on theory and practice.* UK: McGraw-Hill Education.

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice.* (3rd ed.). Sydney: Pearson Education.

McDevitt, T. M., Ormrod, J. E., Cupit, G., Chandler, M., & Aloa, V. (2013). *Child Development and Education. Frenchs Forest, NSW:* Pearson.

Millikan, J., & S. Giamminuti.(2014). [Documentation and the Early Years Learning Framework](#). Australia: Pademelon Press.

Patterson, C., & Fleet, A. (2011). *Planning in the context of the EYLF: Powerful, practical and pedagogically sound. Research in Practice Series, 19(2),* Canberra: ECA.

Sims, M., & Hutchins, T. (2011). *Program planning for infants and toddlers: In search of relationships.* Sydney: Pademelon press.

Spodek, B., & Saracho, O. N. (2003). "On the shoulders of giants": Exploring the traditions of early childhood education. *Early Childhood Education Journal*, 31(1), 3-10.

Stacey, S. (2011). *The unscripted classroom: Emergent curriculum in action.* Minnesota: Redleaf Press.

Stacey, S. (2009). *Emergent curriculum in early childhood settings: From theory to practice.* Minnesota: Redleaf Press.

Useful journals for this unit

Australasian Journal of Early Childhood (AJEC)

Australian Journal of Research in Early Childhood Education

Childcare Information Exchange

Child Development (Top Journal in the field)

Contemporary Issues in Early Childhood (online www.triangle.co.uk/ciec)

Early Childhood Research and Practice (online <http://ecrp.uiuc.edu/index.html>)

Early Childhood Research Quarterly (Top Journal in the field)

European Early Childhood Education Research Journal

Early Years

International Journal of Early Childhood

International Journal of Early Years Education

International journal of teacher

Journal of Teacher Education (all levels – Top Journal)

Journal of Early Childhood Research

Young Children

Key Australian website references:

Association for Childhood Education International: <http://www.acei.org>

Australian Education and Care Quality Authority (ACECQA): <http://acecqa.gov.au/>

Australian Community Children's Services (ACCS) (Previously NACBCS): <http://www.ausccs.org.au>

Australian Institute of Family Studies: <https://aifs.gov.au/>

Australian Institute of Health and Welfare: <www.aihw.gov.au>

Australian Association for Research in Education (AARE): <https://www.aare.edu.au/>

Australian Childcare Alliance: <https://www.australianchildcarealliance.org.au/>

Early Childhood Australia: <http://www.earlychildhoodaustralia.org.au/> (especially for information about the EYLF)

MyChild: <http://www.mychild.gov.au/>

European Early Childhood Research Blog: <https://www.eecera.org/blog/>

National Association for the Education of Young Childhood (American) (NAEYC) <http://www.naeyc.org>

Unit web presence

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, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are 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 ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.
- **Library databases:** You are required to use various research databases to locate sources for your assignment.

Using Turnitin

- *Turnitin* is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism (see Section 12. A link to *Turnitin* is embedded in *iLearn*. You must submit your work to *Turnitin*).

APA Style Central

This referencing guide is accessed through the Library's Multisearch function. It provides tools and templates to assist you to correct format citations in APA 6.

Unit Schedule

SESSION 2 2018 TIMELINE		
July 30 (Monday)	Week 1	Visit your placement for two orientation days if you are not in your workplace.
August 6-10	Week 2	<p>Friday 10 August: Class 1</p> <p>GOOGLE Suite/Docs/Sites TRAINING</p> <p>(2 HRS – included in class hours)</p> <p>Bring your own laptop.</p>
August 13-17	Week 3	You may begin Internship days if it suits your mentor teacher.
August 20-24	Week 4	Internship continues
August 27-31	Week 5	Internship continues
September 3-7	Week 6	<p>Friday 7 September: Class 2</p> <p>GOOGLE SITES - FOLLOW UP (1 HR – included in class hours)</p> <p>FIRST SECTION OF E-FOLIO (drafted and presented in class)</p>
Sept 10-14	Week 7	Internship continues
Sept 17-21	Uni break	Internship days may continue if appropriate
Sept 24-28	Uni break	School holidays - Internship days may continue if appropriate
October 1–5	Week 8	<p>School holidays - Internship days may continue if appropriate</p> <p><i>Labour Day: Monday 1 October</i></p>
October 8-12	Week 9	Friday 12 October: Class 3
October 15-19	Week 10	Internship continues
October 22-26	Week 11	Internship continues
October 29- November 2	Week 12	Friday 2 November: Class 4

November 5-9

Week 13

Friday November 9 – ASSIGNMENT DUE DATE

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) (<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) (<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) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

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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

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Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Refine your teaching practices as an early childhood teacher
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Assessment tasks

- Teaching Folder
- Professional portfolio
- Professional experience

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Refine your teaching practices as an early childhood teacher
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Assessment tasks

- Teaching Folder
- Professional portfolio
- Professional experience

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work
- Strengthen your critical reflective skills and enhance your academic skills

Assessment tasks

- Professional portfolio
- Professional experience

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Demonstrate a depth of knowledge about selected areas of professional practice

Assessment tasks

- Professional portfolio
- Professional experience

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcome

- Refine your teaching practices as an early childhood teacher

Assessment tasks

- Teaching Folder
- Professional portfolio
- Professional experience

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Refine your teaching practices as an early childhood teacher
- Take responsibility for your own learning
- Develop confidence in justifying your professional decision-making and in using digital technologies to document/present your work

Assessment tasks

- Teaching Folder
- Professional portfolio
- Professional experience