ECHP421
Early Childhood Reflective Practice 5
S1 External 2013
Institute of Early Childhood

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General Information

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Contact via alma.fleet@mq.edu.au

Professional Experience Coordinator
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Contact via Doranna.Wong@mq.edu.au

Credit points
3

Prerequisites
ECHP324 or admission to GDipAdvStEc

Corequisites

Co-badged status

Unit description
This unit incorporates theoretical and practical aspects of teaching and includes a compulsory guided experience field component. This unit builds on ECHP 324 Reflective Practice 4, particularly in the areas of curriculum decision making, refinement of teaching strategies and documentation of children's learning. One component of this unit is study of the work of educators in Reggio Emilia, which is analysed in terms of implications for Australian early childhood contexts. Another focus is an extension of earlier studies of ways to counter bias and a consideration of socially just educational contexts. Finally, approaches to curriculum are analysed, including MacNaughton's (2003) conceptualisations of conforming, reforming and transforming philosophical positions.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
2. recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts

3. develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

4. take responsibility for your own learning and deal with issues for decision-making in early childhood settings

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
<td>March 14, 2pm</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
<td>Mar 28, 2pm</td>
</tr>
<tr>
<td>Core Assessment</td>
<td>0%</td>
<td>May 6-24</td>
</tr>
<tr>
<td>Assignment 3A</td>
<td>35%</td>
<td>June 6, 3pm</td>
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<tr>
<td>Assignment 3B</td>
<td>15%</td>
<td>June 6, 3pm</td>
</tr>
</tbody>
</table>

### Assignment 1

**Due:** March 14, 2pm  
**Weighting:** 25%

Professional goal-setting and record-keeping as per unit outline

This Assessment Task relates to the following Learning Outcomes:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take responsibility for your own learning and deal with issues for decision-making in early childhood settings
Assignment 2
Due: Mar 28, 2pm
Weighting: 25%
Visual analysis of children’s learning. See details in unit outline.

This Assessment Task relates to the following Learning Outcomes:
• refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
• recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts
• develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
• take responsibility for your own learning and deal with issues for decision-making in early childhood settings

Core Assessment
Due: May 6-24
Weighting: 0%
Pass/Fail fieldwork. See unit outline for details.

This Assessment Task relates to the following Learning Outcomes:
• refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
• recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts
• develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
• take responsibility for your own learning and deal with issues for decision-making in early childhood settings

Assignment 3A
Due: June 6, 3pm
Weighting: 35%
Fieldwork-based linking of theory and practice. See unit outline for details.
This Assessment Task relates to the following Learning Outcomes:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take responsibility for your own learning and deal with issues for decision-making in early childhood settings

**Assignment 3B**

**Due:** June 6, 3pm  
**Weighting:** 15%

Analysis of process in the context of literature. See unit outline for details.

This Assessment Task relates to the following Learning Outcomes:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take responsibility for your own learning and deal with issues for decision-making in early childhood settings

**Delivery and Resources**

Listening to lectures and preparation for & attendance at tutorials and Professional Experience is required. The unit is supported by iLearn on-line materials which should be consulted regularly.

Unit assessment has been updated to reflect student feedback in previous year of offering.

**Unit Schedule**
### MODULE 1: FOCUS ON EARLY CHILDHOOD PEDAGOGY

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>28 February</td>
<td>Celebrating Settings for Young Children</td>
</tr>
<tr>
<td>2</td>
<td>7 March</td>
<td>NQS, Pedagogical Documentation &amp; Assessment</td>
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<tr>
<td>3</td>
<td>14 March</td>
<td>Revisiting Early Childhood Pedagogy</td>
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</tbody>
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**ASSIGNMENT 1 DUE: Thursday, 14<sup>th</sup> March, 2pm**

Internal & External assignments MUST ARRIVE by due time

### MODULE 2: PEDAGOGY IN PRACTICE

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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>4</td>
<td>21 March</td>
<td>Implications for “Thinking about Thinking”</td>
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<td>5</td>
<td>28 March</td>
<td>Being an Early Childhood Teacher</td>
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<td></td>
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<td>* Pre-recorded lecture required for Prac</td>
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**ASSIGNMENT 2 DUE: Thursday, 28<sup>th</sup> March, 2pm**

Internal & External assignments MUST ARRIVE by due time

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>6</td>
<td>4 April</td>
<td>Early Childhood Environments &amp; Sustainability</td>
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### MODULE 3: PEDAGOGY WITHIN COMMUNITY CONTEXT

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<tr>
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<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>7</td>
<td>11 April</td>
<td>Provocations from Reggio Emilia</td>
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<td>8</td>
<td>15 April</td>
<td>Study Period</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<td>9</td>
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<tr>
<td>22 April</td>
<td><strong>Learning and Teaching Activities</strong></td>
<td>Study Period</td>
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<td></td>
<td>On-Campus Session for External Students: Sat, 27th April</td>
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<td>10</td>
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<tr>
<td>2 May</td>
<td></td>
<td>Working with Families</td>
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<tr>
<td>11</td>
<td></td>
<td>Professional Experience Block:</td>
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<td>6th – 24th May</td>
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<td>Live iLearn Chat Support Session:</td>
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<td></td>
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<td>Monday, 13th May, 8-9pm</td>
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<td>13</td>
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<td>14</td>
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<td>Indigenous Voices:</td>
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<td>Acknowledging Aboriginal Australia</td>
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<td>30 May</td>
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<td>15</td>
<td></td>
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<tr>
<td>6 June</td>
<td></td>
<td>Being Professional</td>
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<td></td>
<td>ASSIGNMENT 3A&amp;B DUE:</td>
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<td></td>
<td>Thursday, 6th June, 3pm</td>
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<tr>
<td></td>
<td>Internals – Hand-in at lecture</td>
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<tr>
<td></td>
<td>Externals – MUST ARRIVE by due time</td>
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**Learning and Teaching Activities**

**Lectures**

Compulsory content shared through lecture mode.
Tutorials
Required workshopping of unit content, assessments, readings, and student perspectives.

iLearn
On-line distribution of required information and unit vehicle for communication.

Assignments
Assessed components to scaffold student learning and provide opportunities to apply understandings.

Independent study
Professional commitment to understanding of unit material and further learning.

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
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.

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.students.mq.edu.au/support/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 Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.
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
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.

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 outcome
• take responsibility for your own learning and deal with issues for decision-making in early childhood settings

Assessment tasks
• Assignment 1
• Assignment 2
• Core Assessment
• Assignment 3A
• Assignment 3B

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 outcome

• refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy

Assessment tasks

• Assignment 1
• Assignment 2
• Core Assessment
• Assignment 3A
• Assignment 3B

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 outcome

• develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

Assessment tasks

• Assignment 1
• Assignment 2
• Core Assessment
• Assignment 3A
• Assignment 3B

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 outcome

• develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

Assessment tasks

• Assignment 2
• Core Assessment
• Assignment 3A
• Assignment 3B

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:

Assessment tasks

• Assignment 2
• Core Assessment
• Assignment 3A

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 outcome

• recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children’s families, valuing community and cultural contexts

Assessment tasks

• Assignment 2
• Core Assessment
• Assignment 3A
• Assignment 3B
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 outcome**

- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts

**Assessment tasks**

- Core Assessment
- Assignment 3B

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:

**Assessment tasks**

- Core Assessment
- Assignment 3A

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 outcome**

- take responsibility for your own learning and deal with issues for decision-making in early childhood settings
Assessment tasks

- Assignment 1
- Assignment 2
- Core Assessment
- Assignment 3A
- Assignment 3B