



# EDST4050

## Practice of Teaching: Making Learning Visible with Infants and Toddlers

Session 1, In person-scheduled-infrequent, North Ryde 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convener

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29 WW Room 269

by appointment

Tutor

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29 WW Room 261

by appointment

Credit points

10

Prerequisites

EDST3020 or ECHP325 or ECHP3250 or ECHP327 or ECHP3270

Corequisites

Co-badged status

Unit description

This unit incorporates theoretical and practical aspects of teaching and includes a compulsory professional experience field component working with children birth the three years. The unit builds on previous professional experience units particularly in the areas of curriculum decision-making, refinement of teaching strategies and documentation of children's learning. This unit draws on contemporary research and theory relating to infant/toddler pedagogies that promote young children's learning and development. A focus of this unit is on making the learning of infants and toddlers visible and building student's confidence to communicate their teaching decisions to a wide audience including other educators, families and the broader community.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Implement the requirements of the relevant statutory processes in relation to early childhood curriculum.

**ULO2:** Understand the processes of documenting pedagogically in ways that enhance the visibility of infants as thinkers, theorists and agents of their own and others learning.

**ULO3:** Apply an in-depth understanding of research and theory relating to the effective learning and teaching of infants and toddlers.

**ULO4:** Refine methods of observation and assessment of children's learning and development to inform curriculum decisions and documentation.

**ULO5:** Communicate understandings of curriculum decisions to a broad audience using a range of communication strategies including documentation, oral presentation and web-based technologies.

## General Assessment Information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their

academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.
- University policy on grading

#### Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

#### Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

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

### Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <http://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

### Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <https://ask.mq.edu.au>

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Teaching techniques</a>	45%	No	Monday Week 4 11/03/2024 11:55pm
<a href="#">Documenting pedagogically</a>	55%	No	Thursday Week 14 06/06/2024 11.55pm
<a href="#">Professional Experience</a>	0%	Yes	Thursday Week 14 06/06/2024 11:55pm

### Teaching techniques

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **Monday Week 4 11/03/2024 11:55pm**

Weighting: **45%**

Choose one specialist technique and one general teaching technique from text and explain how your 2 selected techniques will help you to: 1. Engage in relationship-based pedagogy 2. Seek

the child's perspective 3. Teach with intentionality (1200 words)

On successful completion you will be able to:

- Understand the processes of documenting pedagogically in ways that enhance the visibility of infants as thinkers, theorists and agents of their own and others learning.
- Apply an in-depth understanding of research and theory relating to the effective learning and teaching of infants and toddlers.

## Documenting pedagogically

Assessment Type **1**: Practice-based task

Indicative Time on Task **2**: 20 hours

Due: **Thursday Week 14 06/06/2024 11.55pm**

Weighting: **55%**

Present a thoughtful example of pedagogical documentation, which provides insight into children's interactions, dispositions, relationships, learning or behaviour during your Professional Experience. (1500 words)

On successful completion you will be able to:

- Implement the requirements of the relevant statutory processes in relation to early childhood curriculum.
- Communicate understandings of curriculum decisions to a broad audience using a range of communication strategies including documentation, oral presentation and web-based technologies.

## Professional Experience

Assessment Type **1**: Field work task

Indicative Time on Task **2**: 2 hours

Due: **Thursday Week 14 06/06/2024 11:55pm**

Weighting: **0%**

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

This is a hurdle and implementation of at risk procedure will take place of a second attempt

On successful completion you will be able to:

- Implement the requirements of the relevant statutory processes in relation to early childhood curriculum.
- Refine methods of observation and assessment of children's learning and development to inform curriculum decisions and documentation.
- Communicate understandings of curriculum decisions to a broad audience using a range of communication strategies including documentation, oral presentation and web-based technologies.

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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Regular 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.

Lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

### Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

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

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: [help.mq.edu.au](http://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

## Structure

The unit structure can be found in the university timetable <https://timetables.mq.edu.au/2024/> and on ilearn

## Unit Schedule

Please see ilearn for details

## Policies and Procedures

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

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a

range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](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.

### **School of Education Procedures**

In addition, the following policies and procedures of the School of Education are applicable in this unit.

#### **Attendance for undergraduate units**

See the university timetable for information about when classes begin in this unit. <https://timetables.mq.edu.au/2024/>

Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

#### **Electronic Communication**

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

#### **Infrequent Attendance Students**

Information about the dates of the on-campus sessions can be found in the university timetable. <https://timetables.mq.edu.au/2024/>

- The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.
- Further specific details and any updates about times and locations will be posted on

iLearn as an Announcement during first half of the semester.

### **Fail Rule**

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

### **Passing a Professional Experience Unit**

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks (where applicable) in the unit.

### **Professional Experience Unit Placement Expectations**

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or bookwork prior to submission.
- If a Student is identified as being in need of additional support for Professional Practice and/or Bookwork, the School of Education's 'Additional Support' procedure will be activated.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

### **Fitness to practice requirements**

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression>

## **5Rs Framework**

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

**Reflexive:** Students demonstrate an understanding of the role of the reflective teacher through evaluation.

**Responsive:** Students develop and practice a range of teaching techniques for assessment and on PE.

**Ready to learn:** Students intentionally plan and document infant and toddler learning.

**Research engaged:** Students use contemporary research to inform professional decision making while on PE.

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Unit information based on version 2024.01R of the [Handbook](#)