



# ABEP330

## Program Planning in ATSI Contexts

S2 External 2014

*Institute of Early Childhood*

### Contents

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<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Unit Schedule</u></a>	6
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	8

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## General Information

Unit convenor and teaching staff

Unit Convenor

Deborah Garrett

[deb.garrett@mq.edu.au](mailto:deb.garrett@mq.edu.au)

Contact via 0402316196

X5B

By appointment

Tutor

Jane Sudaram

[TBA](#)

Clare Britt

[clare.britt@mq.edu.au](mailto:clare.britt@mq.edu.au)

Credit points

3

Prerequisites

(ABEC320 or ECH231) and ABEP230

Corequisites

Co-badged status

Unit description

This unit includes a study of different approaches to curriculum decision making which can be applied to a variety of early childhood settings including Aboriginal and Torres Strait Islander contexts. Students develop the skills needed to undertake planning and programming for young children. In addition, students explore the issues involved in the implementation of an anti-bias and socially just curriculum. The field experience component of this unit is with children in an early childhood service. It includes a series of observation days and a 15 day teaching block.

## 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:

plan, implement and evaluate sequenced learning experiences for young children;  
recognise the significance of acknowledging diversity in early childhood settings  
facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;  
reflect upon and document the learning of young children  
identify and develop an integrated approach in your curriculum decision making  
refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;  
critically evaluate your teaching practices and your record keeping processes  
demonstrate your understanding of the role of the reflective practitioner  
develop confidence in justifying professional decisions and  
deal with issues and principles for decision-making in early childhood settings.

## Assessment Tasks

Name	Weighting	Due
<u>Evidence based practice</u>	25%	16 July 2014
<u>Planning Formats</u>	20%	Wednesday 16th July, 2014
<u>Professional Experience</u>	10%	Wednesday 24th September, 2014
<u>Documenting Learning</u>	30%	Friday 26 th September, 2014
<u>Reflection</u>	15%	Friday 24th October, 2014

### Evidence based practice

Due: **16 July 2014**

Weighting: **25%**

Analysis of children's play and learning through a photo sequence drawing on associated readings.

On successful completion you will be able to:

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- reflect upon and document the learning of young children
- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner

## Planning Formats

Due: **Wednesday 16th July, 2014**

Weighting: **20%**

Analysis of various planning formats and development of resources for professional experience including an observation and planning tool.

On successful completion you will be able to:

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## Professional Experience

Due: **Wednesday 24th September, 2014**

Weighting: **10%**

Evidence of professional experience - planning, assessment and evaluation of teaching in Folder.

On successful completion you will be able to:

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## Documenting Learning

Due: **Friday 26 th September, 2014**

Weighting: **30%**

Analysis of children's play and learning through an extended photo sequence linked to relevant readings.

On successful completion you will be able to:

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner

## Reflection

Due: **Friday 24th October, 2014**

Weighting: **15%**

Reflective responses to set readings to be submitted via ilearn.

On successful completion you will be able to:

- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- reflect upon and document the learning of young children
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- demonstrate your understanding of the role of the reflective practitioner
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## Delivery and Resources

Required Texts

## ABEP 330 Book of Readings

Department of Education, Employment and Workplace Relations. (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Canberra: Commonwealth of Australia. (Available to download at [http://www.deewr.gov.au/EarlyChildhood/Policy\\_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx](http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx))

Your own State curriculum guidelines where relevant

Department of Education, Employment and Workplace Relations. Preschool profile. Available as download at - <http://www.deewr.gov.au/Indigenous/Pages/IndigenousStrategy.aspx>

Fleet, A. & Patterson, C. (2011) *Seeing assessment as a stepping stone: Thinking in the context of the EYLF*. Canberra: Early Childhood Australia

Giugni, M. & Mundine. K.. (2010). *Talking' up and speakin' out. Aboriginal and multicultural voices in early childhood*. Castle Hill,NSW: Pademelon Press.

MacNaughton, G. & Williams, G. (2004 OR 2009). *Techniques for teaching young children: Choices in theory and practice*. (2<sup>nd</sup> or 3<sup>rd</sup> ed). Frenchs Forest NSW: Pearson Education. (Your text from ABEP 230).

Patterson, C. & Fleet, A. (2011). *Planning in the context of the EYLF. Powerful, practical and pedagogically sound*. Canberra: Early Childhood Australia.

## Unit Schedule

This unit is undertaken as a series of seminars delivered in block mode over two residential periods in July and September.

Seminar	Topic
1.	Introduction
2.	Documenting Pedagogically
3.	Planning for Learning
4.	Observation and Assessment
5.	Preparation for Professional Experience
6.	Professional Experience Evaluation
7.	Documenting Children's Learning
8.	Analysis of Teaching Techniques
9.	Anti-Bias and Cross Cultural Challenges
10.	Summing up and moving forward as graduate teachers

## 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://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

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

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

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

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of 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/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <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.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

#### Learning outcomes

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

#### Assessment tasks

- Evidence based practice
- Planning Formats
- Professional Experience
- Reflection

### 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**

- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## **Assessment tasks**

- Professional Experience
- Reflection

## **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**

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## Assessment tasks

- Evidence based practice
- Planning Formats
- Professional Experience
- Documenting Learning
- Reflection

## 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

- plan, implement and evaluate sequenced learning experiences for young children;
- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## Assessment tasks

- Evidence based practice
- Planning Formats
- Professional Experience
- Reflection

## 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**

- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- critically evaluate your teaching practices and your record keeping processes
- demonstrate your understanding of the role of the reflective practitioner
- develop confidence in justifying professional decisions and
- deal with issues and principles for decision-making in early childhood settings.

## **Assessment tasks**

- Evidence based practice
- Planning Formats
- Professional Experience
- Documenting Learning

## **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**

- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- deal with issues and principles for decision-making in early childhood settings.

## **Assessment tasks**

- Evidence based practice
- Planning Formats
- Professional Experience
- Documenting Learning

## 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

- plan, implement and evaluate sequenced learning experiences for young children;
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;
- reflect upon and document the learning of young children
- identify and develop an integrated approach in your curriculum decision making
- refine your teaching practices as an early childhood teacher, particularly with reference to Indigenous children;
- critically evaluate your teaching practices and your record keeping processes
- deal with issues and principles for decision-making in early childhood settings.

### Assessment tasks

- Evidence based practice
- Planning Formats
- Professional Experience
- Documenting Learning
- Reflection

## 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 significance of acknowledging diversity in early childhood settings

## Assessment tasks

- Professional Experience
- Reflection

## Socially and Environmentally Active and Responsible

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

This graduate capability is supported by:

## Learning outcomes

- recognise the significance of acknowledging diversity in early childhood settings
- facilitate appropriate experiences to promote Indigenous children's educational achievement within the total learning environment;

## Assessment task

- Professional Experience