# ECHP324
## Reflective Practice 4
### S2 External 2013

*Institute of Early Childhood*

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>4</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>5</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>6</td>
</tr>
<tr>
<td>Changes since First Published</td>
<td>10</td>
</tr>
</tbody>
</table>

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[http://unitguides.mq.edu.au/unit_offerings/33490/unit_guide/print](http://unitguides.mq.edu.au/unit_offerings/33490/unit_guide/print)
General Information

Unit convenor and teaching staff
Unit Convenor
Katey De Gioia
katey.degioia@mq.edu.au
Contact via katey.degioia@mq.edu.au
X5B365

Credit points
3

Prerequisites
ECHP323

Corequisites

Co-badged status
ECHP 324: Reflective Practice 4 2012-X2; Offered in Session 2, North Ryde

Unit description
This unit builds on previous school placements and extends students' teaching skills by providing them with another K–6 classroom experience. Students will increase their understanding of approaches to curriculum planning and ways to document children's learning in the school environment from an early childhood perspective. The unit also provides students with opportunities to deepen their knowledge of and application to honouring diversity and exploring inclusion in the classroom setting.

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. use a variety of approaches in curriculum decision making
2. identify the factors that influence curriculum decision making processes
3. identify and discriminate between different modes of instruction to use in the classroom setting
4. communicate and develop rapport with students effectively
5. develop a unit of work
6. critically evaluate personal teaching practice
7. confidently implement an anti-bias approach in work with children and their families
8. demonstrate an understanding of the role of the reflective practitioner
9. demonstrate a professional standard of English expression

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>15%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Task 2</td>
<td>40%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Task 3a</td>
<td>45%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Task 3b</td>
<td>0%</td>
<td>Week 13</td>
</tr>
</tbody>
</table>

Task 1
Due: **Week 3**
Weighting: **15%**

This Assessment Task relates to the following Learning Outcomes:
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction to use in the classroom setting
- demonstrate a professional standard of English expression

Task 2
Due: **Week 8**
Weighting: **40%**

This Assessment Task relates to the following Learning Outcomes:
- identify the factors that influence curriculum decision making processes
- communicate and develop rapport with students effectively
- develop a unit of work
- confidently implement an anti-bias approach in work with children and their families
- demonstrate a professional standard of English expression

Task 3a
Due: **Week 13**
Weighting: **45%**
This Assessment Task relates to the following Learning Outcomes:

- identify the factors that influence curriculum decision making processes
- communicate and develop rapport with students effectively
- critically evaluate personal teaching practice
- demonstrate an understanding of the role of the reflective practitioner
- demonstrate a professional standard of English expression

Task 3b

Due: **Week 13**

Weighting: 0%

This document is graded as satisfactory or unsatisfactory and determines the outcome of the placement and therefore the unit.

Students need to receive a satisfactory grade on placement and achieve a grade of 50% or more in order to be eligible to pass this unit (please refer to the unit outline on iLearn for more specific information).

This Assessment Task relates to the following Learning Outcomes:

- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction to use in the classroom setting
- communicate and develop rapport with students effectively
- develop a unit of work
- critically evaluate personal teaching practice
- confidently implement an anti-bias approach in work with children and their families
- demonstrate an understanding of the role of the reflective practitioner
- demonstrate a professional standard of English expression

**Delivery and Resources**

**General information:**

Students are expected to complete 5 orientation days and 15 days block placement in a school setting.

There is an iLearn site to support students in this unit.

**Changes since the last offering of this unit:**

The following changes have been made in response to student feedback:
- Change to assessment 1.

- Some lectures have more explicit learning and teaching strategies and information prior to students going on placement.

**Policies and Procedures**

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

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](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](http://www.mq.edu.au/policy) 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/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](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/](http://www.student.mq.edu.au/ses/).

**Equity Support**

Students with a disability are encouraged to contact the [Disability Service](http://www.mq.edu.au/policy/docs/special_consideration/policy.html) 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/](http://informatics.mq.edu.au/help/).
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**

- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes
- identify and discriminate between different modes of instruction to use in the classroom setting
- critically evaluate personal teaching practice
- demonstrate an understanding of the role of the reflective practitioner

**Assessment tasks**

- Task 1
- Task 2
- Task 3a
- Task 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 outcomes**

- use a variety of approaches in curriculum decision making
- identify the factors that influence curriculum decision making processes

When using the university’s IT, you must adhere to the [Acceptable Use Policy](http://unitguides.mq.edu.au/unit_offerings/33490/unit_guide/print). The policy applies to all who connect to the MQ network including students and it outlines what can be done.
• identify and discriminate between different modes of instruction to use in the classroom setting
• develop a unit of work
• critically evaluate personal teaching practice
• confidently implement an anti-bias approach in work with children and their families

Assessment tasks

• Task 1
• Task 2
• Task 3a
• Task 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 outcomes

• use a variety of approaches in curriculum decision making
• identify and discriminate between different modes of instruction to use in the classroom setting
• critically evaluate personal teaching practice
• confidently implement an anti-bias approach in work with children and their families

Assessment tasks

• Task 1
• Task 2
• Task 3a
• Task 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 outcomes**

- use a variety of approaches in curriculum decision making
- identify and discriminate between different modes of instruction to use in the classroom setting
- develop a unit of work
- critically evaluate personal teaching practice

**Assessment tasks**

- Task 1
- Task 3a
- Task 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:

**Learning outcomes**

- identify the factors that influence curriculum decision making processes
- develop a unit of work
- critically evaluate personal teaching practice

**Assessment tasks**

- Task 2
- Task 3b

**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**

- identify the factors that influence curriculum decision making processes
• identify and discriminate between different modes of instruction to use in the classroom setting
• communicate and develop rapport with students effectively
• confidently implement an anti-bias approach in work with children and their families
• demonstrate an understanding of the role of the reflective practitioner
• demonstrate a professional standard of English expression

Assessment tasks

• Task 1
• Task 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 outcomes

• communicate and develop rapport with students effectively
• confidently implement an anti-bias approach in work with children and their families

Assessment tasks

• Task 2
• Task 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 task

• Task 3b
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 personal teaching practice
- demonstrate an understanding of the role of the reflective practitioner

Assessment tasks

- Task 3a
- Task 3b

Changes since First Published

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<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/06/2013</td>
<td>The Description was updated.</td>
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