



ECHP122

Early Childhood Reflective Practice 1

S2 External 2014

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

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TBA in Week 1

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Credit points

3

Prerequisites

ECH113

Corequisites

Co-badged status

Unit description

This unit combines university-based early childhood study with practical teaching experience. The coursework prompts students to reflect on the nature of an early childhood curriculum, the early childhood teacher's role in teaching and learning, and contemporary issues related to the practice of teaching young children. In this unit students also acquire foundational skills for curriculum decision making including the observation-based assessment of children's interests, development, and learning and strategies to facilitate children's engagement, learning and development. Students employ these skills as they complete 20 compulsory days of professional experience in a prior-to-school early childhood setting.

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:

Identify with the role of the professional early childhood teacher in prior to school settings.

Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.

Interact with young children in a way that supports relationship formation, learning and development.

Complete and interpret observations of individual and small groups of children and identify implications for teaching.

Plan, implement and evaluate appropriate learning experiences for young children.

Critically reflect on teaching issues, practices and experiences.

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1 Part A</u>	5%	Int: 25.8.14 Ext: 23.8.14
<u>Assignment 1 Part B</u>	25%	Int: 25.8.14 Ext: 23.8.14
<u>Assignment 2</u>	20%	07.10.14
<u>Assignment 3</u>	50%	17.11.14

Assignment 1 Part A

Due: **Int: 25.8.14 Ext: 23.8.14**

Weighting: **5%**

Part A: Professional Experience Folder 5%

On successful completion you will be able to:

- Identify with the role of the professional early childhood teacher in prior to school settings.

Assignment 1 Part B

Due: **Int: 25.8.14 Ext: 23.8.14**

Weighting: **25%**

Part B: Finger Plays, Action Songs and Transitions Resource

On successful completion you will be able to:

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Critically reflect on teaching issues, practices and experiences.

Assignment 2

Due: **07.10.14**

Weighting: **20%**

Online Quiz

On successful completion you will be able to:

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assignment 3

Due: **17.11.14**

Weighting: **50%**

Professional Experience Documentation

On successful completion you will be able to:

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Delivery and Resources

This unit incorporates both theory and practice by combining university based study with practical experience.

Academic Component

During the semester, you will examine issues related to teaching and learning in early childhood settings. Your work will focus on the development of appropriate early childhood teaching and on essential skills for curriculum decision making. You will develop the skills required to observe young children and you will use these observations and your knowledge of play and inquiry to plan appropriate learning experiences for children. You will explore issues including those associated with children and adults in early childhood settings.

Professional Experience

Students complete the five orientation days progressively from week six of the semester and then complete five orientation days and 10 teaching days as a 15 day block in weeks 10, 11 and 12 (Monday 20th October to Friday 7th November).

Professional Education and Reflection is based on developing an understanding of teaching and learning by reading, discussion, writing and reflection, and Professional Experience involves putting these theories into practice by teaching and learning in an early childhood setting. As a result, ECHP122 combines these two parts into a whole by enabling you to construct your practical knowledge of teaching and learning.

ECHP122 has two assessment components: 1. Submission and overall successful achievement in the three assessments as specified in this unit outline. It is compulsory to submit all assessments in this unit. 2. Satisfactory attendance, participation, interaction, adoption, and maintenance of appropriate professional responsibilities during the 20 day Professional Experience. The assessment procedures and criteria for your Professional Experience are listed in the Professional Experience Expectations. You need to read this unit outline in conjunction

with the ECHP122 Professional Experience Expectations so as to fully understand the requirements in this unit.

it is necessary to satisfactorily meet the criteria for both of these requirements.

Unit Schedule

DATE	LECTURE TOPIC LECTURER
Recorded Lecture available from Week One.	Professional Experience Expectations including Working Professionally Doranna Wong
Week 1 4 August 2014	Introduction to ECHP122 and Theories of Practice Rebecca Andrews
Week 2 11 August 2014	Understanding Children Rebecca Andrews
Week 3 18 August 2014	Facilitating Learning Rebecca Andrews
Saturday 23 August 2014	On Campus Session EXTERNAL STUDENTS
Week 4 25 August 2014	Early Years Learning Framework Sandra Cheeseman
Week 5 1 September 2014	Literacy in Early Childhood Settings Clare Britt
Week 6 8 September 2014	Mathematics and Science in Early Childhood Settings Camilla Gordon
Week 7 15 September 2014	Singing and Musicality in Early Childhood Amanda Niland
Semester Break	22 September 2014 - 3 October 2014 No Classes for Internal Students
Monday 22 September 2014	On Campus Session EXTERNAL STUDENTS
Week 8 6 October 2014	No lecture or tutorial classes due to public holiday.

Week 9 13 October 2014	Building Relationships and Critical and Reflective Practice Doranna Wong
Week 10 20 October 2014	PROFESSIONAL EXPERIENCE
Week 11 27 October 2014	PROFESSIONAL EXPERIENCE
Week 12 3 November 2014	PROFESSIONAL EXPERIENCE
Week 13 10 November 2014	Reflections on Professional Experience Doranna Wong

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

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

Disruption to Studies Policy 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/

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 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

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and

identify implications for teaching.

- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment task

- Assignment 3

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment task

- Assignment 3

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

- Identify with the role of the professional early childhood teacher in prior to school

settings.

- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment tasks

- Assignment 1 Part A
- Assignment 1 Part B
- Assignment 2
- Assignment 3

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment tasks

- Assignment 2

- Assignment 3

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment tasks

- Assignment 2
- Assignment 3

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 with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.

- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.

Assessment tasks

- Assignment 1 Part B
- Assignment 2
- Assignment 3

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 with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment task

- Assignment 3

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.

Assessment task

- Assignment 3

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.

Assessment task

- Assignment 3

About This Unit

This unit is the first core practicum unit in the B.Ed (Early Childhood Education). If you are not intending to complete this degree, it is strongly advise that you contact the unit coordinator to determine whether this unit is appropriate for your study plan.

This unit has ECH113: Play and Inquiry in Early Childhood, as a pre-requisite. It is therefore assumed that students will incorporate their understanding of the nature, and developmental significance of play and other significant early childhood experiences into both theoretical and practical aspects of this unit.