ECHP222
Early Childhood Reflective Practice 2
S1 Day 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Fay Hadley
fay.hadley@mq.edu.au
Contact via fay.hadley@mq.edu.au

Credit points
3

Prerequisites
(ECH120 and ECHP122) or admission to GDipECTeach or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description
In this unit students engage in active, careful and critical reflection as part of their commitment to teaching. A range of strategies that provide guidance on ways to support young children's learning is central to the unit. The content of the unit explores current theories of learning and investigates the concept of documenting children's learning as a way to record thoughtful, reflective observations that connect to planning. Sensitivity to children of culturally diverse backgrounds is a key component of the unit. Students practice 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 http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.

2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.

3. Recognise the importance of environments and how it influences children’s learning

4. Explore and practice a range of teaching techniques in the professional experience placement.
5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.


7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>25%</td>
<td>14th March</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>35%</td>
<td>12th April</td>
</tr>
<tr>
<td>Assessment 3:</td>
<td>40%</td>
<td>7th June</td>
</tr>
</tbody>
</table>

**Assessment 1**

Due: **14th March**

Weighting: **25%**

1000 words + lesson plan

This Assessment Task relates to the following Learning Outcomes:

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

**Assessment 2**

Due: **12th April**

Weighting: **35%**

1500 words + part B

This Assessment Task relates to the following Learning Outcomes:

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
• Explore and practice a range of teaching techniques in the professional experience placement.
• Engage in active, careful and critical reflective practice.
• Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment 3:
Due: 7th June
Weighting: 40%
2000 words maximum

This Assessment Task relates to the following Learning Outcomes:
• Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
• Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
• Recognise the importance of environments and how it influences children’s learning
• Explore and practice a range of teaching techniques in the professional experience placement.
• Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
• Engage in active, careful and critical reflective practice.
• Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Delivery and Resources
1 hour lecture and weekly 2 hour tutorials.

Unit Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture topic/Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1: 25th Feb</td>
<td>Theories of planning (Fay Hadley)</td>
</tr>
<tr>
<td></td>
<td>Assessment 1 explained in the lecture</td>
</tr>
</tbody>
</table>

http://unitguides.mq.edu.au/unit_offerings/36343/unit_guide/print
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4th March</td>
<td>Making learning visible. Introduction to pedagogical documentation (Wendy Shepherd)</td>
</tr>
<tr>
<td>3</td>
<td>11th March</td>
<td>Curriculum and the Early Years Learning Framework (Sandra Cheeseman)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-recorded lecture – please listen to on ilearn before attending tutorial</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment 1 due: Thursday 14/03/2012</td>
</tr>
<tr>
<td>4</td>
<td>18th March</td>
<td>How to observe and plan: understanding children and facilitating learning at 200 level (Rebecca Andrews)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment 2 explained in the lecture</td>
</tr>
<tr>
<td>5</td>
<td>25th March</td>
<td>Preparation for professional Experience - expectations and guidelines (Rebecca Andrews)</td>
</tr>
<tr>
<td>6</td>
<td>1st April</td>
<td>NO CLASSES OR LECTURES THIS WEEK DUE TO EASTER MONDAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visit to Mia Mia for internals on Fri: 5th April 9.45-11am. Limited to 50 students so must sign in via iLearn to attend</td>
</tr>
<tr>
<td>7</td>
<td>8th April</td>
<td>Environment as the third teacher (Rebecca Andrews)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment 2 due: Friday 12/04/2012</td>
</tr>
<tr>
<td>8</td>
<td>29th April</td>
<td>Technology and documentation (Kate Highfield)</td>
</tr>
<tr>
<td>9</td>
<td>6th May</td>
<td>Guiding children’s behaviour (Fay Hadley)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment 3 explained in the lecture</td>
</tr>
</tbody>
</table>
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:


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/](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/.

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 outcomes

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children’s learning
- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

- Assessment 2
- Assessment 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**

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children’s learning.
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**Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 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**

- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
• Recognise the importance of environments and how it influences children’s learning
• Explore and practice a range of teaching techniques in the professional experience placement.
• Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.

Assessment tasks

• Assessment 1
• Assessment 2
• Assessment 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

• Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
• Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
• Explore and practice a range of teaching techniques in the professional experience placement.
• Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

• Assessment 1
• Assessment 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**

- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

**Assessment task**

- Assessment 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:

**Assessment tasks**

- Assessment 2
- Assessment 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**

- Develop an awareness of contemporary theories to observing, planning and implementing learning experiences.
- Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- Recognise the importance of environments and how it influences children’s learning.
Unit guide ECHP222 Early Childhood Reflective Practice 2

- Explore and practice a range of teaching techniques in the professional experience placement.
- Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
- Engage in active, careful and critical reflective practice.
- Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment task

- Assessment 3: