



# ECED603

## Early Childhood Professional Practice 1

S2 Day 2014

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Doranna Wong

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Credit points

4

Prerequisites

(ECED600 or ECED817) and (ECED601 or ECED818) and (ECED602 or ECED819)

Corequisites

Co-badged status

Unit description

This unit incorporates both specialist theory and practice in early childhood education by combining university-based study with practical teaching experience in an early childhood organisation. The 20 day practical experience component is based on a sound understanding that students will be operating at a level reasonably expected of a postgraduate student teacher undertaking a block of professional experience as a teacher of young children for the first time. Unit content will focus on examining and reflecting on the student's role in teaching and learning with young children from birth to two years.

## 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:

1. Demonstrate a variety of approaches in curriculum decision making
2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
3. Identify factors that influence curriculum decision making processes
4. Facilitate appropriate experiences for children within the total learning environment
5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
6. Describe the value of an anti bias approach in work with children and their families

7. Demonstrate an understanding of the role of the reflective practitioner

## Assessment Tasks

Name	Weighting	Due
<a href="#">1</a>	25%	See iLearn
<a href="#">2</a>	30%	See iLearn
<a href="#">3</a>	0%	See iLearn
<a href="#">3A</a>	15%	See iLearn
<a href="#">3B</a>	15%	See iLearn
<a href="#">3C</a>	15%	See iLearn

### 1

Due: **See iLearn**

Weighting: **25%**

Understanding Techniques for Teaching

On successful completion you will be able to:

- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 7. Demonstrate an understanding of the role of the reflective practitioner

### 2

Due: **See iLearn**

Weighting: **30%**

Collections with Young Children

On successful completion you will be able to:

- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 7. Demonstrate an understanding of the role of the reflective practitioner

### 3

Due: **See iLearn**

Weighting: **0%**

## Professional Experience - Satisfactory/Unsatisfactory

On successful completion you will be able to:

- 1. Demonstrate a variety of approaches in curriculum decision making
- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 6. Describe the value of an anti bias approach in work with children and their families
- 7. Demonstrate an understanding of the role of the reflective practitioner

### 3A

Due: **See iLearn**

Weighting: **15%**

#### Evaluations of Teaching Techniques

On successful completion you will be able to:

- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 7. Demonstrate an understanding of the role of the reflective practitioner

### 3B

Due: **See iLearn**

Weighting: **15%**

#### Documenting Children's Learning – Reflections on Collections with Young Children

On successful completion you will be able to:

- 1. Demonstrate a variety of approaches in curriculum decision making
- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 7. Demonstrate an understanding of the role of the reflective practitioner

### 3C

Due: **See iLearn**

Weighting: **15%**

Documenting Children's Learning – Excerpts from Professional Experience

On successful completion you will be able to:

- 1. Demonstrate a variety of approaches in curriculum decision making
- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 6. Describe the value of an anti bias approach in work with children and their families
- 7. Demonstrate an understanding of the role of the reflective practitioner

## Delivery and Resources

For each week, there are **prescribed readings** from your texts, iLearn and from a list of readings. You will note that the readings for some weeks are more prescriptive than those for others. This is because, as a 600-level student, we expect you to navigate through your texts and readings to locate and draw relevance from the available content. **Students are expected to read the relevant weekly prescribed readings before completing tasks and attending weekly seminars.**

You will also note that there are **prescribed iLectures** for each week. The lectures have either been specially recorded for this unit or are drawn from relevant foundational early childhood undergraduate units. Please ensure that you set aside enough time to listen to, and take notes from these lectures, as we will build on their content through the semester. **Students are expected to listen to the relevant weekly iLectures before completing tasks and attending weekly seminars.**

## 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**

### **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## **Learning outcomes**

- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 6. Describe the value of an anti bias approach in work with children and their families

## **Assessment tasks**

- 3
- 3C

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

## **Learning outcomes**

- 1. Demonstrate a variety of approaches in curriculum decision making
- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 6. Describe the value of an anti bias approach in work with children and their families
- 7. Demonstrate an understanding of the role of the reflective practitioner

## **Assessment tasks**

- 1
- 2
- 3
- 3A
- 3B
- 3C

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create

new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### **Learning outcomes**

- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 6. Describe the value of an anti bias approach in work with children and their families

### **Assessment tasks**

- 3
- 3C

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### **Learning outcomes**

- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 6. Describe the value of an anti bias approach in work with children and their families

### **Assessment tasks**

- 3
- 3C

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcomes**

- 3. Identify factors that influence curriculum decision making processes



- 4. Facilitate appropriate experiences for children within the total learning environment
- 6. Describe the value of an anti bias approach in work with children and their families

### **Assessment tasks**

- 3
- 3C

## **PG - Capable of Professional and Personal Judgment and Initiative**

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcomes**

- 1. Demonstrate a variety of approaches in curriculum decision making
- 2. Demonstrate links between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for babies and toddlers
- 3. Identify factors that influence curriculum decision making processes
- 4. Facilitate appropriate experiences for children within the total learning environment
- 5. Identify appropriate strategies for guiding children's behaviour (birth to two years)
- 6. Describe the value of an anti bias approach in work with children and their families
- 7. Demonstrate an understanding of the role of the reflective practitioner

### **Assessment tasks**

- 1
- 2
- 3
- 3A
- 3B
- 3C