ECED825

Early Childhood Professional Practice 2

S1 External 2015

Institute of Early Childhood

Contents

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General Information

Unit convenor and teaching staff
Unit Coordinator
Katey De Gioia
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Contact via email through iLearn dialogue
X5B365
Please email to make an appointment

Tutor
Wendy Shepherd
wendy.shepherd@mq.edu.au
Contact via email through iLearn dialogue
Mia Mia
Please email to make an appointment

Credit points
4

Prerequisites
ECED603 or ECED821

Corequisites

Co-badged status

Unit description
In this unit students will build on the knowledge of early childhood theory and practice that gained from your experiences in ECED603. Students will extend understanding of critical reflection and personal professional philosophy as a developing teacher. Central to this unit is a 20 day professional experience placement to develop awareness of the professional role and responsibilities of an early childhood teacher working with children from two to five years. This unit therefore combines theory and practice to enable students to construct practical knowledge of teaching and learning through guided reflection.

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:

Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years.

Systematically document and critically analyse the pedagogy and practice of teaching and learning, including ways to guide children's behaviour.

Demonstrate the capacity to articulate your own philosophy of professional practice as a teacher of young children.

Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.

Demonstrate the value of an anti bias approach when working with young children and their families.

Demonstrate an understanding of the role of the reflective practitioner.

General Assessment Information

General information

Students need to receive a satisfactory grade at the completion of the Professional Experience placement and achieve a grade of 50% or more in order to be eligible to pass this unit.

Detailed information for each individual assessment can be found on the iLearn site under *Assessment.*

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
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When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
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- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the special consideration form accessible through ask.mq.edu.au and supported (e.g., a doctor's certificate in the case of illness).

Note that:

- Students MUST speak with the unit coordinator **prior to submitting their request through https://ask.mq.edu.au**
- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

Referencing:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Referencing Guide** on iLearn. All students will need to download this guide and use it as they prepare their assignment.

Highly recommended text

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning.

Grades

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

HD   *High Distinction 85-100%*

Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

D   *Distinction 75-84%*

Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

Cr   *Credit 65-74%*

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P   *Pass 50-64%*

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

F   *Fail 0-49%*

Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Assessment Tasks

Name	Weighting	Due
Parent newsletter supplement	20%	Week 4, 20th March 2015
An anti bias approach	40%	Week 9, 4th May 2014
Professional Experience	40%	Week 13, 9th June 2015

Parent newsletter supplement

Due: **Week 4, 20th March 2015**
Weighting: **20%**

This assessment will enable students to articulate appropriate teaching strategies to use with children 2-5 year and determine appropriate strategies to guide young children's behaviour.

On successful completion you will be able to:
- Systematically document and critically analyse the pedagogy and practice of teaching and learning, including ways to guide children's behaviour.
- Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate an understanding of the role of the reflective practitioner.

An anti bias approach

Due: **Week 9, 4th May 2014**
Weighting: **40%**

This assessment will enable students to explore principles of anti bias education and their application with children 2-5 years.

On successful completion you will be able to:
- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years.
- Demonstrate the capacity to articulate your own philosophy of professional practice as a teacher of young children.
- Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate the value of an anti bias approach when working with young children and their families.
- Demonstrate an understanding of the role of the reflective practitioner.

Professional Experience

Due: **Week 13, 9th June 2015**
Weighting: **40%**

3a) Documenting children's learning - Components of the professional experience folder (40%)

3b) Professional Experience working as an early childhood teacher Evaluation Report (S/U)

On successful completion you will be able to:
- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years.
- Demonstrate the capacity to articulate your own philosophy of professional practice as a teacher of young children.
- Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate the value of an anti bias approach when working with young children and their families.
- Demonstrate an understanding of the role of the reflective practitioner.

Delivery and Resources

Please note: It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Students should read this unit outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Coordinator.

Requirements for this unit:

The timetable for classes can be found on the University web site at:
https://timetables.mq.edu.au/2015/

- There will be four (4) day sessions for this unit throughout the semester. Attendance is compulsory. These sessions have been scheduled on the following Fridays:
    - 6th March
    - 27th March
    - 8th May
    - 5th June

Classes will be held in X5B 041 from 9am – 4pm. Students are expected to attend for the full day.

1. Required Textbooks

These texts can be purchased from the http://www.unibooks.com.au

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in early childhood settings.* (5th ed.) Victoria: Thomson.

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice.* (3rd ed.). NSW: Pearson Education.

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rded.). Sydney: MacLennan and Petty.

2. Weekly required reading schedule:

There is a combination of readings from your textbooks and readings which can be sourced via Multisearch on the library website. A link is available through iLearn under: *Learning support & resources.*

Week 1

Textbooks:

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in early childhood settings.* (5th ed.) Victoria: Thomson. (Chapter 8)

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapters 1 & 2)

Reading 1

Early Years Learning Framework:

http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_earl y_years_learning_framework_for_australia.pdf (you will be familiar with this document but please browse through and start to think about working with children 2-5 years).

Week 2

Textbooks:

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 9)

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapter 13)

Reading 2

Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. St. Paul, MN: Red Leaf Press (Chapter 6)

Week 3

Textbooks:

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in early childhood settings.* (5th ed.) Victoria: Thomson. (Chapter 10)

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapter 14)

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 25)

Reading 3

Epstein, A.S.(2015). *The intentional teacher. Choosing the best strategies for young children's learning.* Washington: NAEYC. (Chapter 1)

 Week 4

Textbooks:

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice.* (3rd ed.). NSW: Pearson Education. (Chapter 22).

Reading 4

Derman-Sparks, L, LeeKeenan, L, & Nimmo, J (2015). *Leading anti-bias early childhood programs. A guide for change.* New York: Teachers College Press. (Chapter 3)

Reading 5

Derman-Sparks, L. & Olsen Edwards, J. (2010). *Anti bias education for young children and ourselves.* (2nd ed.). Washington DC: NAEYC. (Chapter 1 downloadable from: http://www.naeyc.org/store/files/store/TOC/254.pdf)

Week 5

Textbooks

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning

in early childhood settings. (5th ed.) Victoria: Thomson. (Chapter 11)

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapter 11)

Reading 6

2015 Institute of Early Childhood, Macquarie University Professional Experience Handbook. Retrieved from: http://www.iec.mq.edu.au/current_students/current_undergraduate_students/professional_experience/

Week 6

Textbooks:

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in early childhood settings.* (5th ed.) Victoria: Thomson. (Chapter 7 & 8)

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapters 8)

Reading 7

Curtis, D., & Carter, M. (2013). *The art of awareness: How observation can transform your teaching* (2nd ed.). St. Paul, MN: Red Leaf Press. (Chapter 14)

Week 9

Textbooks:

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapters 3 & 4)

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education. (Chapter 25)

Week 10

Textbooks:

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in early childhood settings.* (5th ed.) Victoria: Thomson. (Chapter 9)

Reading 8

Fleet, A., Honig, T., Robertson, J., Semann, A. & Shepherd, W. (2011). *What's pedagogy anyway*. Retrieved from:

http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf

Week 11

Reading 9

Connor, J. (2012). *Foundations for learning: Relationships between the early years learning framework and the Australian curriculum (An ECA–ACARA paper).* Retrieved from: http://foundat

ioninquirylearning.global2.vic.edu.au/files/2013/06/ECA_ACARA_Foundations_Paper-2cq59mi.pdf

Reading 10

Dockett. S. & Perry, B. (2014). *Continuity of learning: A resource to support effective transition to school and school aged care.* Retrieved from: http://docs.education.gov.au/node/36571

Week 12

Textbook:

Porter, L. (2008). *Young children's behaviour: Practical approaches for caregivers and teachers.* (3rd ed.). Sydney: MacLennan and Petty. (Chapters 16 & 17)

Reading 11

Ashton, J., Woodrow, C., Johnston, C., Wangmann, J., Singh, L., & James, T. (2008). Partnerships in learning: linking early childhood services, families and schools for optimal development. *Australian Journal of Early Childhood*, 33(2), 10-16.

3. Assumed Texts

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2012). *Programming and planning in early childhood settings* (5th ed.). Victoria: Cengage Learning Australia Pty Limited.

Crowther, I. (2011). *Creating effective learning environments* (3rd ed.). Ontario: Thomson.

These texts can be purchased from Mia Mia Child & Family Study Centre. Please complete order form located on iLearn *Learning Support & Resources tab* and email to administration.miamia@mq.edu.au to place your order.

Mia Mia Child & Family Study Centre. (2014). *A glimpse into an early childhood learning environment: Mia Mia*. Sydney: Macquarie University.

Mia Mia Child & Family Study Centre. (2014). *Play and materials for children birth to two years*. Sydney: Macquarie University.

Mia Mia Child & Family Study Centre. (2013). *The language of three things: Lids, gumnuts and cups*. Sydney: Macquarie University.

Perrin, R. (2012). *Pocket guide to APA style* (4th ed.). Wadsworth: Cengage Learning.

The following texts can be downloaded from the links:

Australian Government Department of Education Employment and Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia*. Australia: Commonwealth of Australia. Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Australian Government Department of Education Employment and Workplace Relations. (2010). *Educators being, belonging & becoming: Educators' guide to the early years learning*

framework of Australia. Australia: Commonwealth of Australia. Retrieved from http://files.acecq a.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_l earning_framework_for_australia.pdf

Early Childhood Australia. (2006). *Early childhood Australia code of ethics.* Retrieved from htt p://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/07/code_of_ethics_brochure_p rint_2010.pdf

NSW Department of Community Services. (2002). *NSW Curriculum framework for children's services: The practice of relationships.* Sydney: Office of Childcare. Retrieved from http://www.c ommunity.nsw.gov.au/docswr/_assets/main/documents/childcare_framework.pdf

4. Highly Recommended Reading

Reflective Practice

Perry, R. (2004). *Teaching practice for early childhood: A guide for students.* (2nd ed.). London: Routledge Falmer.

Focus on children

Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. Minnesota: Redleaf Press.

Fleet, A., & Robertson, J. (2004). *Overlooked curriculum: Seeing everyday possibilities*. Canberra: Early Childhood Australia.

Gonzalez-Mena, J,, & Eyer, D. (2007). *Infants, toddlers and caregivers*. (7th ed.) Boston: McGraw Hill

Gonzalez-Mena, J. (2004). *Foundations: Early childhood education in a diverse society*. (3rd ed.). California: Mayfield Publishing.

Hendrick, J. & Weissman, P (2007). *Total learning: Developmental curriculum for the young child*. (7th ed.). Columbus: Merrill Publishing.

Honig, A. (2002). *Secure relationships: Nurturing infant/toddler attachment in early care settings. Washington: NAEYC.*

Lady Gowrie Child Centre (1997). *More than one way to plan: A practical approach to planning and programming in early childhood*. Sydney: Lady Gowrie Child Centre.

Patterson, C., & Fleet, A. (2003). *Meaningful planning: Rethinking teaching and learning relationships*. Canberra: AECA

Social Justice Issues

Dau, E. (2001). *The anti-bias approach in early childhood*. Sydney: Longman.

Gonzalez-Mena, J. (2007). *Diversity in care and education: Honoring differences* (5th ed.). New York: McGraw Hill.

Klein, M. D. & Chen, D. (2001). *Working with children from culturally diverse backgrounds*.

Clifton Park NY: Delmar Cengage Learning.

Pelo, A., & Davidson, F. (2000). *That's not fair: A teacher's guide to activism with young children*. Minnesota: Redleaf Press.

Robinson, K.H., & Jones-Diaz, C. (2006). *Diversity and difference in early childhood education: Issues for theory and practic*e. Berkshire, UK: Open University Press.

Curriculum Decision Making

Curtis, D., & Carter, M. (2013). *The art of awareness: How observation can transform your teaching* (2nd ed.). St. Paul, MN: Red Leaf Press.

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

Fleet, A., Patterson, C., & Robertson, J. (Eds.). (2006). *Insights: Behind early childhood pedagogical documentation*. Sydney: Pademelon Press.

Fleet, A., Patterson, C., & Robertson, J. (Eds.). (2012). *Conversations: Behind early childhood pedagogical documentation*. Sydney: Pademelon Press.

Goodfellow, J. (2009). *The early years learning framework: Getting started*. Canberra: ECA.

Helm, J. & Katz, L. (2001). *Young investigators: The project approach in the early years*. New York: Teachers College Press.

Helm, J., & Beneke, S. (Eds.). (2003). The *power of projects: Meeting contemporary challenges in early childhood classrooms – Strategies and solutions*. New York: Teachers College Press.

Hill, L., Stremmel, A. & Fu, V. (2005). *Teaching as inquiry: Rethinking curriculum in early childhood education*. Boston: Pearson Education.

Jones, E., & Nimmo J. (1994). *Emergent curriculum*. Washington: NAEYC.

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

Raban, B., Margetts, K., Church, A. & Deans, J. (2010). *The early years learning framework in practice: A handbook for educators and parents*. Albert Park: Teaching Solutions.

Ideas from Reggio Emilia

Cadwell, L. (1997). *Bringing Reggio Emilia home: An innovative approach to early childhood education*. New York: Teachers College Press.

Cadwell, L. (2003). *Bringing learning to life: The Reggio approach to early childhood education*. New York: Teachers College Press.

Edwards, C., Gandini, L. & Forman, G. (Eds.). (1998). *The hundred languages of children: The Reggio Emilia approach – Advanced reflections.*(2nd ed.). Connecticut: Ablex Publishing.

Millkan, J. (2003). *Reflections: Reggio Emilia principles within Australian contexts*. Sydney: Pademelon Press.

Representations of Learning

Gandini, L., Hill, L., Cadwell, L. & Schwall, C. (Eds.). (2005). *In the spirit of the studio: Learning from the atelier of Reggio Emilia*. New York: Teachers College Press.

Kolbe, U. (2005). *It's not a bird yet: The drama of drawing*. Bryon Bay: Peppinot Press.

Kolbe, U. (2001). *Rapunzel's supermarket: All about young children and their art*. Sydney: Peppinot Press.

Transition to School

Dockett, S., & Perry, B. (2006) *Starting school: A handbook for early childhood educators*. Castle Hill: Pademelon Press.

Dockett, S., & Perry, B. (2001). *Beginning school together: Sharing strengths*. Canberra: Australian Early Childhood Association.

Dockett, S., & Perry, B. (2007). *Transitions to school: Perceptions, expectations, experiences*. Sydney: UNSW.

Pianta, R. C., & Cox, M. J. (Eds.). (1999). *The transition to kindergarten*. Baltimore: P. Brookes Publications.

Pianta, R.C., & Kraft-Sayre, M. (2003). Succe*ssful kindergarten transition. Your guide to connecting children, families & schools*. Baltimore: Brookes.

Some Useful Journals

Australian Journal of Early Childhood

Contemporary Issues in Early Childhood (online journal www.triangle.co.uk/ciec)

Early Child Development and Care

Early Childhood Education Journal

Early Childhood Research and Practice (online journal http://ecrp.uiuc.edu/index.html)

Early Childhood Research Quarterly

Early Years: An International Journal of Research and Development

International Journal of Early Childhood

International Journal of Early Years Education

Some Useful Websites

Early Childhood Australia: http://www.earlychildhoodaustralia.org.au/

National Association for the Education of Young Children: http://www.naeyc.org

Grades

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D   *Distinction 75-84%*

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Cr   *Credit 65-74%*

Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P   *Pass 50-64%*

Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

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assessment due date. Reasons for the extension need to be documented through the special consideration form accessible through ask.mq.edu.au and supported (e.g., a doctor's certificate in the case of illness).

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- Extensions are usually not granted on the due date.

Referencing:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Referencing Guide** on iLearn. All students will need to download this guide and use it as they prepare their assignment.

Highly recommended text

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning.

Unit Schedule

Week beginning	Topic/ Lecturer
Week 1 Feb 23	Introduction to the unit (Katey De Gioia) Pedagogy and approaches

Week 2 March 2	Environments and invitations to play (Wendy Shepherd) **SEMINAR DAY 1: 6th March**
Week 3 March 9	Establishing meaningful relationships with children (Wendy Shepherd)
Week 4 March 16	Honouring diversity (Katey De Gioia) **ASSESSMENT 1 DUE: 20th March 5pm**
Week 5 March 23	Professional Experience: Guidelines and Expectations **SEMINAR DAY 2: 23rd March**
Week 6 March 30	Programming and planning (Katey De Gioia)
Week 7/8 April 6-17	**Study Period**
Week 9 April 20	Guiding behaviour (Katey De Gioia)
Week 10 April 26	Introduction to pedagogical documentation (Wendy Shepherd/ Janet Robertson)
Week 11 May 4	Transition to school (Katey De Gioia) **ASSESSMENT 2 DUE: 4th May** **SEMINAR DAY 3: 8th May**
Week 12 May 11	Working in partnership with families (Katey De Gioia)

Week 13	
Week 14	Professional Experience placement May 18th – June 4th
Week 15	Professional Experience Debrief
	SEMINAR DAY 4: 5th June
	ASSESSMENT 3 DUE: 9th June

Learning and Teaching Activities

Information necessary for this unit

Students are expected to read the following documents as part of the unit: - unit outline - individual assessment information - Professional Experience Guidelines - Professional Experience Handbook 2015

Unit Expectations

Expectations for students: come to sessions prepared having listened to the lecture, read the weekly readings and completed the assigned tasks. Students need to be prepared to: - read widely and give thoughtful consideration to the ideas encountered - participate fully in online and on campus discussions and activities - submit all assessments - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements - submit the Professional Experience Evaluation form on completion of placement.

Professional Experience

Students will be expected to complete three weeks of Professional Experience from Monday 18th May – Friday 4th June 2015. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (6) observation days at times which do not impact on attendance at tutorials for this or other units. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

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

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

- Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Parent newsletter supplement
- An anti bias approach
- Professional Experience

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

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years.
- Systematically document and critically analyse the pedagogy and practice of teaching and learning, including ways to guide children's behaviour.
- Demonstrate the capacity to articulate your own philosophy of professional practice as a teacher of young children.
- Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate the value of an anti bias approach when working with young children and their families.

Assessment tasks

- Parent newsletter supplement

- An anti bias approach
- Professional Experience

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

- Systematically document and critically analyse the pedagogy and practice of teaching and learning, including ways to guide children's behaviour.
- Demonstrate the capacity to articulate your own philosophy of professional practice as a teacher of young children.
- Engage critically examining ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Parent newsletter supplement
- An anti bias approach
- Professional Experience

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:

Assessment task

- Professional Experience

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 outcome

- Demonstrate the value of an anti bias approach when working with young children and their families.

Assessment tasks

- An anti bias approach
- Professional Experience

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 outcome

- Demonstrate the value of an anti bias approach when working with young children and their families.

Assessment tasks

- An anti bias approach
- Professional Experience