ECHP222
Professional Experience 2
S1 Day 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Fay Hadley
fay.hadley@mq.edu.au
Contact via 9850 9833
X5B267

Lecturer and tutor
Rebecca Andrews
rebecca.andrews@mq.edu.au
Contact via 9850 9871
X5B355

Credit points
3

Prerequisites
(((ECH120 or ECHE120) and ECHP122) and (admission to BEd(ECE)(Birth-12) or BTeach(ECE) or BTeach(Birth-5))) 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>
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<tbody>
<tr>
<td>Assessment 1</td>
<td>35%</td>
<td>24th March 2014</td>
</tr>
<tr>
<td>Assessment 2: Part A</td>
<td>0%</td>
<td>18th May</td>
</tr>
<tr>
<td>Assessment 2: Part B</td>
<td>50%</td>
<td>18th May</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>15%</td>
<td>4th June</td>
</tr>
</tbody>
</table>

### Assessment 1

**Due:** 24th March 2014  
**Weighting:** 35%

**Getting ready for professional experience**

This Assessment Task relates to the following 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.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

### Assessment 2: Part A

**Due:** 18th May  
**Weighting:** 0%
Professional Experience Evaluation Report

This Assessment Task relates to the following 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.
• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment 2: Part B

Due: 18th May
Weighting: 50%

Professional Experience Book Work

This Assessment Task relates to the following 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.
• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
Assessment 3
Due: 4th June
Weighting: 15%

There will be an online quiz at the end of semester. It will include 30 questions with each question worth .5 of mark.

This Assessment Task relates to the following 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.

Delivery and Resources

Classes

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

• 1 hour lectures will be held on Mondays 12.00 o'clock in Y3AT1.
• 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Monday and Tuesday. It is expected that students signed into the Monday 2pm tutorial will attend the lecture prior.
• External students are to attend two compulsory on campus day on Saturday 28th March and Wednesday 15th April 2015.
• In order to be eligible for a passing grade, students must meet the following requirements:
  • Internal students must attend at least 80% of all tutorials
  • External students must attend the compulsory on-campus session on Saturday 28th March and Wednesday 15th April 2015.
  • Satisfactorily complete a three week professional experience placement from April 20th-May 8th (including 6 observation days before this block)
  • Complete all three assessments.
Texts

Required


Please note if you were exempt from ECHP122 please purchase the new edition:


### Unit Schedule

**ECHP222 Overview 2015**

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture topic/Lecturer</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Wk 1: 23rd Feb</td>
<td>Theories of planning (Fay Hadley)</td>
<td>Arthur et al. (2012) chapter 1 (pp.13-30) &amp; chapter 8</td>
</tr>
<tr>
<td></td>
<td>• Assessment 1 explained in the lecture</td>
<td>OR</td>
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<td></td>
<td>– contact centre early to arrange observation days</td>
<td>Porter (2008) chapter 3</td>
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<tr>
<td>Wk 2: 2nd March</td>
<td><strong>How to observe and plan: understanding children and facilitating learning at 200 level (Rebecca Andrews)</strong>&lt;br&gt;• <strong>Start doing observation days</strong>&lt;br&gt;(need to complete 5 before block and at least two before assessment 1 is due)</td>
<td><strong>Arthur et al (2012) chapter 7 pp.201-218 &amp; chapter 10</strong>&lt;br&gt;<strong>OR</strong>&lt;br&gt;<strong>Arthur et al (2015) chapter 6 pp.179-200 &amp; chapter 9</strong>&lt;br&gt;<strong>Luckenbill, J. (2012) (see ereserve)</strong>&lt;br&gt;Listen to pre-recording <em>1) How to write an observation</em></td>
</tr>
<tr>
<td>Wk 3: 9th March</td>
<td><strong>Preparation for professional Experience - expectations and guidelines (Rebecca Andrews)</strong>&lt;br&gt;• <strong>Internals bring your PE folder to tutorial to be checked (see assessment 1, part 6). We will also work on your teaching strategy goal in class so please read relevant chapter (Part 2 section) in MacNaughton and Williams in preparation.</strong></td>
<td><strong>Arthur et al (2012) chapter 9</strong>&lt;br&gt;<strong>OR Arthur et al (2015) chapter 8</strong>&lt;br&gt;<strong>MacNaughton &amp; Williams (2009) choose chapter: Part 2</strong>&lt;br&gt;<strong>Professional Experience Expectations</strong>&lt;br&gt;<strong>Professional Experience Handbook (skim)</strong>&lt;br&gt;Listen to pre-recording <em>2) How to write a plan</em></td>
</tr>
<tr>
<td>Wk 4: 16th March</td>
<td><strong>Guiding children’s behaviour (Fay Hadley)</strong>&lt;br&gt;&lt;strong&gt;Assessment 1 due 18th March (online submission)**</td>
<td><strong>Porter (2008) chapter 1 &amp; 2 &amp; 10</strong>&lt;br&gt;Listen to pre-recording <em>3) The at risk process.</em></td>
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</tbody>
</table>
### Wk 5: 23rd March

- **Technology and documentation (Kate Highfield)**
  - NAEYC Technology statement (2012) *(see iLearn)*
  - Hong & Trapanier – Street (2004) *(see ereserve)*

**On campus Sat 28th March**

Externals: Bring your prac folder to on campus to be checked *(see assessment 1, part 6)*. We will also work on your teaching strategy goal at the on campus so please read relevant chapter (Part 2 section) in MacNaughton and Williams in preparation.

### Wk 6: 30th March

- **Environment as the third teacher (Rebecca Andrews)**
  - *Assessment 2 explained in the lecture*
  - Arthur et al. (2012) chapter 11
  - OR Arthur et al. (2015) chapter 10
  - Porter (2008) chapter 6
  - MacNaughton & Williams (2009) chapter 1

### April 6th – April 17th

- Two week university recess – use this time to do catch up on PE bookwork, readings, listen to lecture on documentation. All observation days need to be completed

- Making learning visible. Introduction to pedagogical documentation (Wendy Shepherd) – Lecture pre-recorded and on iLearn for you to listen to

- MacNaughton & Williams (2009) chapter 24

- Fleet et al (2011) *(see ereserve)*

**Assessment 1 returned (via online)**

**On Campus Wednesday 15th April** (bring your PE folder + 3 picture documentation task *(see assessment 2, part 6 for what is required)*

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http://unitguides.mq.edu.au/unit_offerings/46622/unit_guide/print
<table>
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<th>Week</th>
<th>Details</th>
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<tr>
<td><strong>Wk 7-9</strong></td>
<td><strong>April 20&lt;sup&gt;th&lt;/sup&gt; – May 8&lt;sup&gt;th&lt;/sup&gt;</strong> Professional Experience week 1, 2 and 3 of block</td>
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| **Wk 10: 11<sup>th</sup> May** | No lecture or classes (lecture provided in mid semester)  
Time to complete Assessment 2 and finalise PE if you have days to makeup.  
**Assessment 2 due: Friday 15<sup>th</sup> May** |
| **Wk 11: 18<sup>th</sup> May** | Reflecting on professional experience: Myself as a developing teacher (Fay Hadley)  
Arthur et al. (2012) chapter 4  
**OR** Arthur et al. (2015) chapter 4  
Porter (2008) chapter 9  
Online chat for external students to debrief about PE Wednesday 20<sup>th</sup> May, 7.30pm – 8.30pm  
Internal students: Bring your PE folder to tutorial + 3 picture documentation task (see assessment 2, part 6 for what is required) |
| **Wk 12 25<sup>th</sup> May** | Where to next, future PE and beginning my Professional Portfolio (Fay Hadley)  
Arthur et al. (2012) **chapter 6**  
**OR** Arthur et al. (2015) chapter 5  
Porter (2008) chapter 13  
MacNaughton & Williams (2009) chapter 31 |
| **Wk 13 1<sup>st</sup> June** | **NO CLASSES OR LECTURES THIS WEEK:** Study for assessment 3  
Assignment 2 returned (via online) Wednesday 3<sup>rd</sup> June  
Assessment 3 QUIZ Thursday 4<sup>th</sup> June |
There are several pre-recorded lectures available on iLearn. These are 10 minutes each and include: 1) How to write an observation; 2) How to write a plan and 3) The at risk process.

**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:


In addition, a number of other policies can be found in the [Learning and Teaching Category](http://www.mq.edu.au/policy/docs/) 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/)

**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](http://eStudent). For more information visit [ask.mq.edu.au](http://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/](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**
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

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

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

- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

- Assessment 2: Part A
- Assessment 2: Part B
- Assessment 3

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**

- 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**

- Assessment 2: Part A
- Assessment 2: Part B

**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**

- 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.
• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks
• Assessment 2: Part A
• Assessment 2: Part B

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
• 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.

Assessment tasks
• Assessment 1
• Assessment 2: Part A
• Assessment 2: Part B
• 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**

- 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.

**Assessment tasks**

- Assessment 1
- Assessment 2: Part A
- Assessment 2: Part B
- 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**

- 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.
Assessment tasks

• Assessment 1
• Assessment 2: Part A
• Assessment 2: Part B

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

• 4. Explore and practice a range of teaching techniques in the professional experience placement.
• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

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

• 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.
• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

• Assessment 2: Part A
• Assessment 2: Part B
## Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>19/01/2015</td>
<td>Updated the lecture schedule</td>
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