ECHP222

Professional Experience 2

S1 Day 2015

Institute of Early Childhood

Contents

Disclaimer

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General Information

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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 https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

> 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 Tasks

Name	Weighting	Due
Assessment 1	35%	24th March 2014
Assessment 2: Part A	0%	18th May
Assessment 2: Part B	50%	18th May
Assessment 3	15%	4th June

Assessment 1

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

Getting ready for professional experience

On successful completion you will be able to:

- 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

On successful completion you will be able to:
- 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

On successful completion you will be able to:
- 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.

On successful completion you will be able to:

- 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

1. Arthur, L, Beecher, B. Death, E. Dockett, S. & Farmer, S. (2012). *Programming and planning in early childhood settings.* (5ᵗʰ Ed.). Victoria: Cengage. **(required text for ECHP122 – if you completed ECHP122 you do not need to purchase the new edition – 6ᵗʰ edition)**

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

Arthur, L, Beecher, B. Death, E. Dockett, S. & Farmer, S. (2015). *Programming and planning in early childhood settings.* (6ᵗʰ Ed.). Victoria: Cengage

2. Department of Education, Employment & Workplace Relations. (2009). Belonging, Being & Becoming. The Early Years Learning Framework for Australia. Canberra, ACT: Commonwealth of Australia. Please download from: http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Documents/Final%20EYLF%20Framework%20Report%20-%20WEB.pdf **(required text for ECH120 & ECHP122)**

3. MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children.* (3ʳᵈ ed). Australia: Longman. **(required text for ECHP122)**

4. Porter, L. (2008). *Young children's behaviour. Practical approaches for parents and teachers.* (3ʳᵈ ed.). Marrickville: Elsevier.

Unit Schedule

ECHP222 Overview 2015

Date	Lecture topic/Lecturer	Readings
Wk 1: 23ʳᵈ Feb	Theories of planning (Fay Hadley) • **Assessment 1 explained in the lecture** • **Placements available 23ʳᵈ Feb – contact centre early to arrange observation days**	Arthur et al. (2012) chapter 1 (pp.13-30) & chapter 8 **OR** Arthur et al (2015) chapter 1 (pp14-45) & chapter 7 Porter (2008) chapter 3 **Internal tutorials held in week 1**
Wk 2: 2ⁿᵈ March	How to observe and plan: understanding children and facilitating learning at 200 level (Rebecca Andrews) • **Start doing observation days (need to complete 5 before block and at least two before assessment 1 is due)**	Arthur et al (2012) chapter 7 pp.201-218 & chapter 10 **OR** Arthur et al (2015) chapter 6 pp.179-200 & chapter 9 Luckenbill, J. (2012) **(see ereserve)** **Listen to pre-recording *1) How to write an observation**

Wk 3: 9th March	Preparation for professional Experience - expectations and guidelines (Rebecca Andrews) • **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.**	Arthur et al (2012) chapter 9 **OR** Arthur et al (2015) chapter 8 MacNaughton & Williams (2009) choose chapter: Part 2 Professional Experience Expectations Professional Experience Handbook (skim) **Listen to pre-recording** *2) How to write a plan*
Wk 4: 16th March	Guiding children's behaviour (Fay Hadley) **Assessment 1 due 18th March (online submission)**	Porter (2008) chapter 1 & 2 & 10 **Listen to pre-recording** 3) The at risk process.
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 oncampus 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)

Wk 7-9	**April 20th – May 8th Professional Experience week 1, 2 and 3 of block**

Wk 10: 11th 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 15th May**	
Wk 11: 18th 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 20th 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 25th 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 1st June	**NO CLASSES OR LECTURES THIS WEEK: Study for assessment 3** **Assignment 2 returned (via online) Wednesday 3rd June** **Assessment 3 QUIZ Thursday 4th 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. 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

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.

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.
- 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

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.
- 6. Engage in active, careful and critical reflective practice.

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.
- 6. Engage in active, careful and critical reflective practice.

Assessment tasks

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

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

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

Changes since First Published

Date	Description
19/01/2015	Updated the lecture schedule