



# ECHP421

## Professional Experience 6

S1 Day 2015

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Academic Coordinator

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X5B 366

Wed 10am-12.30pm

Professional Experience Coordinator

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Lecturer

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Credit points

3

Prerequisites

ECHP324 or admission to GDipAdvStEc

Corequisites

Co-badged status

Unit description

This unit incorporates theoretical and practical aspects of teaching and includes a compulsory professional experience field component in a prior-to-school setting. The professional experience includes a series of observation days and a 15 day teaching block. This unit builds on earlier reflective practice units, particularly in the areas of curriculum decision making, refinement of teaching strategies, and documentation of children's learning. One component of this unit is study of the work of educators in Reggio Emilia, which is analysed in terms of implications for Australian early childhood contexts. Another focus is an extension of earlier studies of ways to counter bias and a consideration of socially just educational contexts.

## 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:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## General Assessment Information

Full details of the Assessment Tasks are available on the unit Ilearn page.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Assignment 1</a>	45%	March 30, 9am
<a href="#">Assignment 2</a>	0%	May 11-29
<a href="#">Assignment 3</a>	15%	Week 13 or OCD (2)
<a href="#">Assignment 4</a>	40%	June 10, 9am

### Assignment 1

Due: **March 30, 9am**

Weighting: **45%**

Analysing the Disposition to Document - teaching techniques and child perspectives. Part A & Part B.

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and

cultural contexts

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

## Assignment 2

Due: **May 11-29**

Weighting: **0%**

Professional Experience

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assignment 3

Due: **Week 13 or OCD (2)**

Weighting: **15%**

Oral Presentation to Peers

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assignment 4

Due: **June 10, 9am**

Weighting: **40%**

Pedagogical Documentation

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Delivery and Resources

The following are **REQUIRED TEXTS** for ECHP421. All students must have a copy of the required texts and bring them to class each week or to the On Campus. You may already have purchased some of these texts for previous units at IEC.

1. Fleet, A., Patterson, C., & Robertson, J. (Eds.). (2015). Custom e-textbook including chapters from *Insights & Conversations: Behind early childhood pedagogical documentation*. Sydney: Pademelon Press. (purchase from [www.pademelonpress.com.au](http://www.pademelonpress.com.au))
  2. Australian Children's Education & Care Quality Authority. (2011). *Guide to the national quality standard*. Retrieved from <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf>.
  3. 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://docs.education.gov.au/system/files/doc/other/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)
- 45 Fleet, A., & Robertson, J. (Eds.). (2005). *Exhibit-On 3 catalogue: Unpacking interpretation*. Sydney: Institute of Early Childhood, Macquarie University.
4. MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children. Choices for theory and practice*. Melbourne: Addison Wesley Longman

**IN ADDITION TO THESE TEXTS A NUMBER OF REQUIRED READINGS WILL BE PROVIDED TO YOU VIA THE LIBRARY E-RESERVE. PLEASE SEE THE COMPLETE LIST OF READINGS FOR THE UNIT ON THE ILEARN PAGE.**

**The Following are HIGHLY RECOMMENDED TEXTS that we feel will support your thinking in this unit.**

1. 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.
2. Patterson, C., & Fleet, A. (2011). *Planning in the context of the EYLF: Powerful, practical*

*and pedagogically sound.* Deakin West, ACT: Early Childhood Australia Inc.

## Unit Schedule

Unit Schedule

Week	Lecture Topic	Readings	Notes
1. 23 Feb	<b>The context of ECHP421</b>  <b>Philosophical Affordances and Teaching Techniques.</b>	Latham (2003)  Custom text Chapter 1 (C)  EXT: see list	Students are required to read the Unit Outline and begin reading for Ass 1.
2. 2 March	<b>The Pedagogy of Listening.</b>	Custom Text Chapter 3 (I)  Sommer et al (2010)	
3. 9 March	<b>Exploring Pedagogical Documentation.</b>	Custom Text Chapter 11(C)  Rinaldi (2006)  Exhibit-On 3 catalogue  Ext: see list	No Internal Tutorials - Visit to Mia Mia 10.30am -12.30pm (Wed)
4. 16 March	<b>Implications for Thinking about Thinking.</b>	Custom Text Chapter 5(C)  Exhibit-On 3 Catalogue  Siraj-Blatchford and Manni (2008)  Ext: see list	
5. 23 March	<b>A Focus on Learning.</b>	Custom Text Chapter 11 (I)  Kreig (2011)  Ext: see list	
6. 30 March	<b>Preparing for Professional Experience.</b>	Custom Text Chapter 4(I)  Fleet et al (2011)  PE Guidelines	<b>Ass 1 Due 30th March 9am</b>
6 Apr	Recess		

13 Apr	Recess		
7. 20 April	<b>A Focus on Infants and Toddlers.</b>	Custom Text Chapter 9(l) Page et al (2013) Degotardi et al (2014) Ext: see list	
8. 27 April	<b>Inclusion, Social Justice and Family perspectives.</b>	MacNaughton (2003) Chapter 11&12 Custom Text Chapters 3 & 4 (C) Ext see list	<b>On Campus Day 1 Saturday May 2</b>
9. 4 May	<b>Provocations from Reggio Emilia</b>	Custom Text Chapter 14(C) Giamminuti (2013)	
10. 11 May			Professional Experience Block
11. 18 May			Professional Experience Block
12. 25 May			Professional Experience Block <b>On Campus Day 2 Saturday 30 May Ass 3 Presentations for Externals</b>
13. 1 June	No Lecture		<b>Ass 3 presentations internals tutorials Week 13</b> Extended Tutorials for Presentation. Details TBA
			<b>Ass 4 Due Wednesday June 10</b>

## Learning and Teaching Activities

### Lectures

Compulsory content shared through lecture mode.

## Tutorials

Required workshopping of unit content, assessments, readings, and student perspectives.

## iLearn

On-line distribution of required information and unit vehicle for communication.

## Assignments

Assessed components to scaffold student learning and provide opportunities to apply understandings.

## Independent study

Professional commitment to understanding of unit material and further learning.

## 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/)

## 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](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://stu>



[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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:

### Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 4

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing

environments.

This graduate capability is supported by:

### Learning outcomes

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

### Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

## 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 outcome

- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

### Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 4

## 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 outcome**

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

## **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 outcome**

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 4

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## **Assessment tasks**

- Assignment 1
- Assignment 2

## **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**

- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## **Assessment tasks**

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

## **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 outcome

- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts

## Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 4

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## Assessment task

- Assignment 2