



ABEP130

Introduction to Teaching ATSI Children

S2 External 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Lecturer

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X5B276

Credit points

3

Prerequisites

ABEC120

Corequisites

Co-badged status

Unit description

In this unit students are introduced to observation techniques and strategies for working with young children. Students explore the roles of early childhood teachers responsible for the needs of individual children in various contexts, including contexts with Aboriginal and Torres Strait Islander children. This unit includes a series of 5 observation days and a block of 15 teaching days with young children aged 0-2 years or 2-5 years. Students plan and evaluate culturally and developmentally appropriate experiences for individual children during the block.

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:

Identify with the role of the professional early childhood teacher in prior to school settings.

Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.

Interact with young children, and adults, in a way that supports relationship formation, learning and development.

Complete and interpret observations of individual and small groups of children and

identify implications for teaching.

Plan, implement and evaluate appropriate learning experiences for young children.

Critically reflect on teaching issues, practices and experiences.

Assessment Tasks

Name	Weighting	Due
<u>Assignment 1</u>	5%	27/7/2015
<u>Readings</u>	30%	Weekly
<u>Collection related to Land</u>	40%	27/9/2015
<u>Guided Experience</u>	25%	27/9/2015

Assignment 1

Due: **27/7/2015**

Weighting: **5%**

Part A due: **Week 2 in Session Three**

It is the students' responsibility to have their folder completed and ready for marking in class. If you experience misadventure or illness you must contact the unit coordinator by phone on the day of your tutorial. If adequate documentation can be supplied alternate arrangements for marking the folder may be made.

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- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Readings

Due: **Weekly**

Weighting: **30%**

Each week students are to submit answers to the questions provided with the weekly readings.

The readings and questions are in your workbook.

They have to be submitted via Turnitin.

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- Critically reflect on teaching issues, practices and experiences.

Collection related to Land

Due: **27/9/2015**

Weighting: **40%**

You are required to include **five** plans that show your use of your Collection related to land and country. These will be included in the facilitating learning section of your assignment. They must be fully evaluated and signed by your cooperating teacher.

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- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Guided Experience

Due: **27/9/2015**

Weighting: **25%**

Please see workbook

On successful completion you will be able to:

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.
- Interact with young children, and adults, in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Delivery and Resources

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

Please note: There is a sixth edition and readings will be aligned with the 5th Edition.

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

Unit Schedule

Session	Topic	What we will do	What you have to do to complete your assessment between the first on campus block school and Professional Experience	Completed

<p>Session One Part A</p>	<p>Introduction to ABEP 130 and Theories of Practice</p>	<p>Unit outline Available online at ilearn.</p> <p>Study and Tutorial Workbook 1 Available online at ilearn</p> <p>Early Years Learning Framework You will have a copy of this from previous studies. You can also access this online. Links are provided in the Readings section on ilearn.</p> <p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Look at ilearn</p> <p>Collect two items</p>	<p>Read Introduction Learning Outcomes Graduate Capabilities</p> <p>Read Arthur et. Al. (2012) Chapter 1 – Setting the Scene</p> <p>Read MacNaughton and Williams (2009) Chapter 1 - Positioning equipment and materials</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 1.</p>	
<p>Session One Part B</p>	<p>Professional Experience (PE) Expectations and Guidelines Including overview of Working Professionally</p>	<p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Set up folder</p> <p>Look at ilearn</p> <p>Collect two items</p>	<p>Read Arthur et al (2012) Chapter 7 - Understanding the Setting</p> <p>Read MacNaughton and Williams (2009) Chapter 2- Collecting</p> <p>Read Professional Experience Expectations and Guidelines</p> <p>Read Professional Experience Handbook</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 2.</p>	

<p>Session Two</p>	<p>Evaluation Report Element 1: Building Relationships</p>	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Prepare folder for Assessment</p> <p>Collect two items</p>	<p>Read Arthur et al (2012) Chapter 10 - Relationships and interactions in children's learning</p> <p>Read MacNaughton and Williams (2009) Chapter 10 – Listening</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 3.</p>	
<p>Session Three</p>	<p>Evaluation Report Element 2: Understanding Children</p>	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Hand in folder for assessment</p> <p>Collect two items</p>	<p>Read McNaughton and Williams (2009) Chapter 13 – Questioning</p> <p>Read McNaughton and Williams (2009) Chapter 3 - Scheduling</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 4.</p>	
<p>Session Four</p>	<p>Evaluation Report Element3: Facilitating Learning</p>	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Prepare folder for Assessment</p> <p>Collect two items</p>	<p>Read Arthur et al. (2012). Chapter 9 - Documenting and assessing children's learning</p> <p>Read Arthur et al. (2012). Chapter 11 - Planned and spontaneous learning environments</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 5.</p>	
<p>Session Five Part A</p>	<p>Evaluation Report Element4: Critical and Reflective Practice</p>	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Hand in Professional Experience Folder</p> <p>Collect two items</p>	<p>Read Arthur et al (2012) Chapter 4 - Evaluation and reflection to strengthen philosophy in practice</p> <p>Read MacNaughton and Williams Chapter 11 - Modelling</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 6.</p>	

Session Five Part B	Evaluation Report Element 5: Working Professionally	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p> <p>Collect two items Make sure you have all the readings and two texts as you leave.</p>	<p>Read Code of Ethics</p> <p>Reread Professional Experience Handbook</p> <p>Reread Professional Experience Guidelines</p> <p>Put these at the front of each section in your folder</p> <p>Read Arthur et.al. (2012) Chapter 2 - Children, families and communities</p> <p>Respond</p> <p>Write</p> <p>Draw</p> <p>Answer the questions and submit to Turnitin Reading 7.</p>	
	Orientation Days	29 th July-14 th August	5 days	
	Practicum Week One	17 th – 21 st August	5 days	
	Practicum Week Two	24 th -28 th August	5 days	
	Practicum Week Three	31 st August – 4 th September	5 days	
Session Six	Mathematics and Science in Early Childhood Settings	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p>	<p>Early childhood literacy and numeracy: Building good practice.</p> <p>Answer the questions and submit to Turnitin Reading 8.</p>	
Session Seven	Literacy in Early Childhood Settings	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p>	<p>Read MacNaughton & Williams – Chapter 14- Reading</p> <p>Answer the questions and submit to Turnitin Reading 9.</p>	
Session Eight	Arts in Early Childhood Settings	<p>Watch</p> <p>Write</p> <p>Reflect</p> <p>To Do</p>	<p>Read MacNaughton and Williams (2009). Chapter 16- Singing</p> <p>Answer the questions and submit to Turnitin Reading 10.</p>	

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
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- Interact with young children, and adults, in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assessment tasks

- Assignment 1
- Readings
- Collection related to Land
- Guided Experience

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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.
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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

- Identify with the role of the professional early childhood teacher in prior to school settings.
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- Complete and interpret observations of individual and small groups of children and

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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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.
- Interact with young children, and adults, in a way that supports relationship formation, learning and development.
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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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.
- Interact with young children, and adults, in a way that supports relationship formation, learning and development.
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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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies that

support children's learning, development and wellbeing.

- Interact with young children, and adults, in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
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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

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.
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- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
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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

- Identify with the role of the professional early childhood teacher in prior to school settings.
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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:

Learning outcomes

- Identify with the role of the professional early childhood teacher in prior to school settings.

- Develop an understanding of the early childhood curriculum and teaching strategies that support children's learning, development and wellbeing.
- Interact with young children, and adults, in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
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- Critically reflect on teaching issues, practices and experiences.

Assessment tasks

- Assignment 1
- Readings
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