



ECHP222

Professional Experience 2

S1 Day 2016

Institute of Early Childhood

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Disclaimer

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General Information

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Lecturer and tutor

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Credit points

3

Prerequisites

((ECH120 or ECHE120 or ACSH100) 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

Students are provided with ways of making learning visible, whilst exploring a variety of theories on how children learn. They are assisted to develop observations and begin to think about implications for planning. Students are also taught skills in basic planning and ways to record thoughtful, reflective observations that connect to planning. A range of strategies that provide guidance on ways to support young children's learning is central to the unit. This includes examining teaching strategies that support ways of working with children from birth to five years. Students engage in active, careful and critical reflection as part of their commitment to teaching whilst considering the Early Years Learning Framework. Students practice these skills as they complete 20 days of teaching experience in prior to school early childhood settings.

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 for 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 they influence 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.
8. Successfully observe, plan and document the children's learning whilst on PE.

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	35%	31st March
<u>Assessment 2: Part A</u>	0%	20th May
<u>Assessment 2: Part B</u>	50%	20th May
<u>Assessment 3</u>	15%	9th June

Assessment 1

Due: **31st March**

Weighting: **35%**

Getting ready for professional experience

On successful completion you will be able to:

- 1. Develop an awareness of contemporary theories for 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 they influence children's learning.

Assessment 2: Part A

Due: **20th May**

Weighting: **0%**

Professional Experience Evaluation Report

On successful completion you will be able to:

- 1. Develop an awareness of contemporary theories for 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 they influence 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.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

Assessment 2: Part B

Due: **20th May**

Weighting: **50%**

Professional Experience Book Work

On successful completion you will be able to:

- 1. Develop an awareness of contemporary theories for 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 they influence 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.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

Assessment 3

Due: **9th 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 for 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 they influence 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 1.00 o'clock in W5AT1.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Monday and Thursday. 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 14th April 9am-12.30pm & 15th April 9am-5pm
- 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 26th- May 14th (including 6 observation days before this block)
- Complete all three assessments.

Texts Required

- Porter, L. (2016). *Young children’s behaviour. Guidance approaches for early childhood educators.* (4th Ed.). Marrickville: Allen and Unwin.
- Arthur, L, Beecher, B. Death, E. Dockett, S. & Farmer, S. (2015). *Programming and planning in early childhood settings.* (6th Ed.). Victoria: Cengage. **(required text for ECHP122)**
- Department of Education, Employment & Workplace Relations. (2009). *Belonging, Being and Becoming. The Early Years Learning Framework for Australia.* Canberra, ACT: Commonwealth of Australia. **(required text for ECHP122)**
- Perrin, R. (2015). *Pocket guide to APA style* (5th ed). Boston, USA: Wadsworth Cengage Learning. **(required text for degree)**

Unit Schedule

Date	Part	Lecture topic/Lecturer	Readings
22 nd Feb	Kickstart	Welcome Video Tips for success Diploma students – what PE looks like at University	Read unit outline and PE Expectations and post any question on iLearn Purchase textbook(s) for week 1
Week 1: Feb 29	Theory and practice	Theories and Perspectives. Unpack and critique theories of learning, including those in the EYLF, NQF & NQF (Fay Hadley) PRE-RECORDED – NO LIVE LECTURE	Arthur et al (2015) chapter 1 and 3 Porter (2016) chapter 1
Week 2 March 7	Theory	Making learning visible Planning cycle (Rebecca Andrews)	Arthur et al (2015) chapter 6 and 8 Professional Experience Expectations Professional Experience Handbook (skim)

Week 3 March 14	Theory and practice	Technology and documentation (Maria Chatziagianni)	Luckenbill, J. (2012) (see iLearn) Look at: http://www.earlychildhoodaustralia.org.au/our-work/digital-business-kit/live-wires/live-wires-forum-resources/
Week 4 March 22	Theory and practice	Environment as the third teacher (Rebecca Andrews)	Arthur et al (2015) chapter 7 and 10 Porter (2016) chapter 5
Week 5 March 28 (Easter Mon)	Practice and community	Building relationships with Staff and Families (Fay Hadley) PRE-RECORDED – NO LIVE LECTURE	No Tutes Lecture pre-recorded and online for you to listen to Complete your orientation days Arthur et al (2015) chapter 2 Porter (2016) chapter 18 Assignment 1 due: 31st March
Week 6 4 th April	Practice and community	Guiding children's behaviour (Fay Hadley)	Arthur et al (2015) chapter 9 Porter (2016) chapter 2 and 3
April 11 – April 22 Mid semester break			
Making learning visible. Introduction to pedagogical documentation (Wendy Shepherd) – Lecture pre-recorded and on iLearn for you to listen to Compulsory on campus for externals: 14th April 9am-12.30pm & 15th April 9am-5pm			
Week 7 – 9: April 25 – May 13 (Anzac Day 25 th April)	Professional Experience BLOCK: 6 orientation days and 14 days block of Professional Experience <ul style="list-style-type: none"> • orientation days – situational analysis, observations, • Week 1 of block – observations and 1 experience per day • Week 2 – observations, reflections and 2 experiences per day • Week 3 – observations, reflections and session planning daily 		
Week 10 May 16	Live chat for externals to debrief PE 18th May 8-9pm 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: 20th May		
Week 11 May 23	Practice and community	Reflecting on professional experience: Myself as a developing teacher (Fay Hadley)	Morale, J. (2016) (see iLearn)

<p>Week 12 May 30</p>	<p>Theory</p>	<p>Philosophy: Where to next, future PE and beginning my Professional Portfolio (Fay Hadley)</p>	<p>Arthur et al (2015) chapter 5</p>
<p>Week 13 June 6</p>	<p>NO CLASSES OR LECTURES THIS WEEK: Study for assessment 3</p> <p>Assignment 2 returned (via online) 8th June</p> <p>Assessment 3: 9th June</p>		
<p>Mini pre-recorded lectures on iLearn:</p> <ol style="list-style-type: none"> 1. Preparation for Professional Experience - expectations and guidelines – Rebecca Andrews. Presented as a sequence of mini lectures 2. How to observe individuals and groups: understanding children and facilitating learning at 200 level– Rebecca Andrews <p>You need to listen to all these pre-recorded lectures before you begin your orientation days</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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- 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

- 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.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

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 for observing, planning and implementing learning experiences.
- 6. Engage in active, careful and critical reflective practice.

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 for 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 they influence 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.
- 8. Successfully observe, plan and document the children's learning whilst on PE.

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 for 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 they influence children's learning.
- 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 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

- 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 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

- 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:

Assessment tasks

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