



# ECHP122

## Professional Experience 1

S2 External 2016

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

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Credit points

3

Prerequisites

ECH113 and admission to BEd(ECE)(Birth-12) or BTeach(ECE) or BTeach(0-5)

Corequisites

Co-badged status

### Unit description

This unit combines university based early childhood study with practical experience in an early childhood setting. The coursework prompts students to reflect on the nature of an early childhood curriculum, the early childhood teacher's role in teaching and learning, and contemporary issues related to the practice of teaching young children. In this unit students also acquire foundational skills for curriculum decision making. These skills include observation based assessment of children's interests, development and learning and other strategies to facilitate children's engagement, learning and development. Students employ these skills as they complete 10 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:

- Understand the professional environment of early childhood teaching

- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing

- Interact with young children 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 learning

- Demonstrate an understanding of the role of the reflective practitioner

## General Assessment Information

### Family and Children's Records at IEC

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the [Early Childhood Australia Code of Ethics \(2006\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the IEC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

### Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, parents and staff. Do not record details that enable identification of the site, and of the adults or children.

## Assessment Tasks

Name	Weighting	Due
<u>Preparation for PE</u>	50%	See iLearn
<u>Professional Experience Tasks</u>	50%	see iLearn

### Preparation for PE

Due: **See iLearn**

Weighting: **50%**

Preparation for Professional Experience (PE)

Part A: Professional Experience Folder (5%)

Part B: Finger Plays, Action Songs and Transitions Resource/Collection (15%)

Part C: Observation Records (30%)

On successful completion you will be able to:

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing

### Professional Experience Tasks

Due: **see iLearn**

Weighting: **50%**

Professional Experience Tasks

Part A: Professional Experience Documentation (50%)

Part B: Professional Experience Evaluation Report (s/u)

On successful completion you will be able to:

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact with young children 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 learning

- Demonstrate an understanding of the role of the reflective practitioner

## Delivery and Resources

### EC Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *EC Academic Honesty Handbook*
- *Assessment Information, Readings & Study Guide*
- *IEC Professional Experience Handbook*
- *Professional Experience Guide*

### EC Electronic Communication

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email* Address
- It is the student's responsibility to check all electronic communication on a regular weekly basis.

### EC Professional Experience Unit Academic Expectations

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
  - Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
  - External Students: Participate in all on-campus sessions – punctuality is expected. Please note that non-participation will lead to exclusion from the unit. Students who are unable to participate due to illness or other unavoidable disruption will be supported in their application to withdraw without academic penalty.
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- All assessment tasks must be submitted
- **Feedback from Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of assessments**

**against the marking criteria and unit outcomes prior to submission.**

- **In order to meet all expectations for this unit, students must:**
- attain an overall minimum of a Pass grade for the written submission components, **AND**
- attain a 'Satisfactory' grade for their Professional Experience Evaluation Report

### **EC Professional Experience Unit Placement Expectations**

- Students are required to complete 10 days of Professional Experience at an early childhood centre for children aged birth-5
- To be eligible to commence the block placement component of this unit, students
  - Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block
  - Must meet the attendance and participation requirements for the unit
- Students must be able to present evidence of completion of the following prior to semester census date in order to receive a placement for Professional Experience:
  - A Working with Children Check or State/ Territory equivalent
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- **In order to meet the Professional Experience placement expectations of this unit, students must:**
- attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
- attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

### **Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to [iec@mq.edu.au](mailto:iec@mq.edu.au) before doing so as this unit may be a prerequisite for units in the following semesters and may impact on your progression through the degree.

### **EC Assessment Presentation & Submission Guidelines**

**Please follow these guidelines when you submit each assignment:**

- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

### **Draft Submissions & Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

**When preparing your assignments, it is essential that:**

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

**Final Submissions**

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.\*

**Late Assessments:**

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

**Extensions:**

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through [ask.mq.edu.au](https://ask.mq.edu.au) under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students **MUST** speak with the unit coordinator **prior to submitting their request through <https://ask.mq.edu.au>**
- Extensions will only be granted in receipt of the completed form submitted through [ask.mq.edu.au](https://ask.mq.edu.au) plus documentation.

- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

### **EC Academic Honesty Guidelines:**

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Academic Honesty Handbook**.

**The following guide can be purchased from the Co-op Bookshop. This is a required text:**

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

### **Required Textbooks**

**These texts can be purchased from the Co-op Bookshop on campus or <http://www.coop.com.au>**

\* Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2015). *Programming and planning in early childhood settings*. (6<sup>th</sup> ed.). Victoria: Thomson

Crowther, I. (2016). *Creating effective learning environments* (4th ed.). Ontario: Nelson Education.

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Stamford, CT: Cengage Learning.

\* Note this text is required in ECHP122 and ECHP222.

## **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)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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/](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](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](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://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](#)

## 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](http://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/](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 outcome**

- Understand the professional environment of early childhood teaching

#### **Assessment tasks**

- Preparation for PE
- Professional Experience Tasks

### **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**

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact with young children 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 learning
- Demonstrate an understanding of the role of the reflective practitioner

#### **Assessment tasks**

- Preparation for PE
- Professional Experience Tasks

## 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

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact with young children 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 learning
- Demonstrate an understanding of the role of the reflective practitioner

### Assessment tasks

- Preparation for PE
- Professional Experience Tasks

## 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

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact with young children 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 learning

- Demonstrate an understanding of the role of the reflective practitioner

## **Assessment tasks**

- Preparation for PE
- Professional Experience Tasks

## **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**

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact with young children 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 learning
- Demonstrate an understanding of the role of the reflective practitioner

## **Assessment tasks**

- Preparation for PE
- Professional Experience Tasks

## **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 outcome**

- Understand the professional environment of early childhood teaching

## Assessment tasks

- Preparation for PE
- Professional Experience Tasks

## 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

- Understand the professional environment of early childhood teaching
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact with young children 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 learning
- Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- Professional Experience Tasks

## 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

- Understand the professional environment of early childhood teaching

## Assessment tasks

- Preparation for PE
- Professional Experience Tasks

## 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 outcome

- Understand the professional environment of early childhood teaching

## Assessment tasks

- Preparation for PE
- Professional Experience Tasks

## About this Unit

This unit is the first core practicum unit in the B.Ed (Early Childhood Education). If you are not intending to complete this degree, it is strongly advise that you contact the unit coordinator to determine whether this unit is appropriate for your study plan.

This unit has ECH113: Play and Inquiry in Early Childhood, as a pre-requisite. It is therefore assumed that students will incorporate their understanding of the nature, and developmental significance of play and other significant early childhood experiences into both theoretical and practical aspects of this unit.