ECHX603

Early Childhood Professional Practice 1

S2 OUA 2016

Institute of Early Childhood

Contents

Disclaimer

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General Information

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Prerequisites

Corequisites

Co-badged status

Unit description
This unit incorporates both specialist theory and practice in early childhood education by combining university based study with practical teaching experience in an early childhood setting. The 20-day practical experience component is based on a sound understanding that students will be operating at a level reasonably expected of a postgraduate student teacher undertaking a block of professional experience as a teacher of young children for the first time. Unit content will focus on examining and reflecting on the student's role in teaching and learning with young children from birth to two years. All enrolment queries should be directed to Open Universities Australia (OUA): see www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.open.edu.au/student-admin-and-support/key-dates/

Learning Outcomes

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

Understand a variety of approaches in curriculum decision making

Understand the professional environment of early childhood teaching

Identify the factors that influence curriculum decision making processes

Facilitate appropriate experiences for children within the total learning environment

Critically evaluate teaching practices

Appreciate the value of an anti-bias approach in work with children and their families

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 confidentially 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
Assessment 1	30%	See iLearn
Assessment 2	40%	See iLearn
Assessment 3	0%	See iLearn
Assessment 3A	10%	See iLearn
Assessment 3B	10%	See iLearn
Assessment 3C	10%	See iLearn

Assessment 1

Due: **See iLearn**
Weighting: **30%**

Understanding Techniques for Teaching

On successful completion you will be able to:

- Critically evaluate teaching practices

- Demonstrate an understanding of the role of the reflective practitioner.

Assessment 2

Due: **See iLearn**
Weighting: **40%**

Collections with Young Children

On successful completion you will be able to:
- Identify the factors that influence curriculum decision making processes
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment 3

Due: **See iLearn**
Weighting: **0%**

Professional Experience (Satisfactory / Unsatisfactory)

On successful completion you will be able to:
- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment 3A

Due: **See iLearn**
Weighting: **10%**

Evaluations of Teaching Techniques

On successful completion you will be able to:
- Critically evaluate teaching practices
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment 3B

Due: **See iLearn**
Weighting: **10%**

Documenting Children's Learning – Reflections on Collections with Young Children

On successful completion you will be able to:
- Understand a variety of approaches in curriculum decision making
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment 3C

Due: **See iLearn**
Weighting: **10%**

Documenting Children's Learning – Excerpts from Professional Experience

On successful completion you will be able to:
- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Delivery and Resources

IEC Relevant Documents

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

- *IEC Academic Honesty Handbook*
- *Assessments, Readings & Study Guide*
- *IEC Professional Experience Handbook*
- *Professional Experience Guidel*

IEC 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.

IEC Professional Experience Unit Academic Expectations

- Students are required to contribute to all online tasks
- Students are expected to read weekly readings before completing online tasks
- Students are expected to listen to weekly lectures before completing online tasks
- All assessment tasks must be submitted
- Participation at all online meetings are compulsory
- 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

IEC Professional Experience Unit Placement Expectations

- Students are required to complete 20 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 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 are expected to negotiate with the supervising teacher to complete five (6) observation days prior to the block
- 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 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 PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to pg.educ_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.

IEC Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- 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.
- 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.

OUA 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 supported with documentation such as a doctor's certificate in the case of illness. Please keep copies of any original documents, as they may be requested in the future as part of the assessment process. Request an extension by contacting the unit coordinator through the Dialogue function on iLearn. Note that:

- 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.
- Depending on the circumstances, it may be necessary to consider withdrawal from a unit and, in this instance, OUA's 'Special Circumstances' processes are then implemented.

OUA Special Circumstances Process:

Special Circumstances refers to late withdrawal from a unit and your request to have your circumstances taken into account for a possible refund of fees and removal of a "fail" result.

Applications for Special Circumstances are to be submitted to Open University Australia directly.

https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances

OUA will assess the application for a refund of fees and then send it to the University to assess against Macquarie policy in regard to the change of grade, then notify the student. The Unit Convener's advice regarding the student's performance in the unit is taken into consideration in the decision-making. If more than one unit is involved, the IEC's OUA Program Coordinator for the MTeach(Birth to Five Years), will also be consulted.

<u>**IEC Academic Honesty Guidelines:**</u>

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

Greenman, J., Stonehouse, A., & Schweikert, G. (2008). *Prime times: A handbook for excellence in infant and toddler programs* (2nd ed.). St. Paul, MN: Redleaf Press.

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). NSW: Pearson Education.

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

This eTextbook can be purchased from Mia Mia Child & Family Study Centre. Please complete the order form located at http://iec.mq.edu.au/research/mia_mia/publications_and_resources/ and email to e-press.miamia@mq.edu.au to place your order.

Mia Mia Child & Family Study Centre. (2014). *Play and materials for children birth to two years*. Sydney: Macquarie University.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit Ask MQ and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures
Withdrawal from a unit after the census date

You can withdraw from your subjects prior to the census date (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to apply for Special Circumstances. If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can apply online.

If you're studying a degree using HECS-HELP, you'll need to apply directly to Macquarie University.

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Assessment 2
- Assessment 3

- Assessment 3A
- Assessment 3B
- Assessment 3C

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 3B
- Assessment 3C

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

Assessment task

- Assessment 3

Changes since First Published

Date	Description
24/10/2016	A second contact has been added in the event that the primary unit convenor is unavailable.