ECHP325

Professional Experience 5

S2 External 2016

Institute of Early Childhood

Contents

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General Information

Unit convenor and teaching staff
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Credit points
3

Prerequisites
ECHP222 and ECHE220

Corequisites

Co-badged status

Unit description
This unit incorporates both theoretical and practical aspects of teaching and working in early childhood contexts. Students in this unit will explore and examine theories of learning and develop a critical understanding for (i) observing, recording and planning for diverse learners, (ii) provisioning the outdoors as a learning space for young children, and (iii) embedding sustainability practices in everyday teaching. Students will continue to develop their teaching skills and complete 20 days of Professional Experience in an 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:

1. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
4. Consolidate knowledge on guiding children's behaviour and hone strategies for

guiding children's behaviour, including transitions.

5. Engage in active, careful and critical reflective practice.

6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

7. Observe, plan and document the children's learning whilst on PE.

General Assessment Information

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.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are <u>NOT</u> 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 if this option is made available in the unit.
- 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 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 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.

Units with Submissions of Family & Children's Records

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, families and staff. Do not record details that enable identification of the site, and of the adults or children.

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.

Assessment Tasks

Name	Weighting	Due
Planning for Diversity.	30%	Week 4
Planning for Learning	40%	Week 8
Professional Experience	0%	Week 8
Philosophy in Practice	30%	Week 12

Planning for Diversity.

Due: **Week 4**
Weighting: **30%**

Analyse aspects of diversity and difference that will form the basis for teaching decisions.

On successful completion you will be able to:

- 1. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 5. Engage in active, careful and critical reflective practice.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Planning for Learning

Due: **Week 8**
Weighting: **40%**

Undertaking a change plan for the outdoor learning environment.

On successful completion you will be able to:
- 1. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Professional Experience

Due: **Week 8**
Weighting: **0%**

Undertake 20 days of professional experience.

On successful completion you will be able to:
- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 3. Examine the outdoors as a learning space and develop strategies for embedding

sustainability in the prior to school setting.

- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 5. Engage in active, careful and critical reflective practice.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- 7. Observe, plan and document the children's learning whilst on PE.

Philosophy in Practice

Due: **Week 12**
Weighting: **30%**

Present evidence of philosophical approach to teaching with a focus on diversity, the outdoor learning environment and transition to school.

On successful completion you will be able to:

- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 5. Engage in active, careful and critical reflective practice.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Delivery and Resources

Texts and Readings for this Unit

Compulsory texts for this unit which you should already have.

Porter, L. (2016). *Young children's behaviour. Guidance approaches for early childhood educators 4th Ed*. Crows Nest, NSW: Allen & Unwin.

Australian Children's Education & Care Quality Authority. (2011). *Guide to the national quality standard*. Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf

Australian Government Department of Education Employment and Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia.* Australia: Commonwealth of Australia. Retrieved from http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

IEC Relevant Documents

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

- *Unit Guide*
- *IEC Academic Honesty Handbook*
- *Unit Readings, Assessments Guide*
- *IEC Professional Experience Handbook*
- *Professional Experience Guide*

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-five.
- 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
  - Anaphylaxis training (practical and on line training)*
  - Child Protection online training*
- A Working with Children Check or State/Territory equivalent is required by the end of Week 3/census date to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.
- Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units.
- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted.
- 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 UG Unit

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

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 above). 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 your Professional Experience Folder that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Photography Permission

In this unit, students may take photographs to support the observation, planning, evaluation and reflection records that are developed during the Professional Experience. Students are expected to adhere to the Professional Experience placement site's policies and seek permission from families in order to take photographs. Please use the permission form provided on iLearn.

Unit Schedule

Unit Schedule		
Week	**Lecture Content**	**Required Readings**
1. Aug 1	Introduction to the Unit and overview of key themes - Outdoor Learning, Diversity and Difference, Transitions and Guiding Behaviour. **Sandra Cheeseman**	Popova, A (2015). Vygotsky Rocks. In Reed and Walker Chpt 7 Kilderry, A (2015) Chapter 10. Repositioning developmentalism. Giugni & Mundine (2010) Const 7: Gardens
Week 2. Aug 8	Planning for Diversity and Difference **Lynn Farrell**	Giugni & Mundine (2010) Const 2: Boys can't look after babies Porter (2016) Supporting Children's self-regulation Chapter 13 Hunter & Sonter (2012) Progressing Play Chapter 3 meaningful learning environments
Week 3. Aug 15	Documenting learning with a focus on record keeping for individuals and groups. **Sandra Cheeseman**	Porter (2016) Chapter 17 Interventions for children with atypical development. DEEWR(2012) The Early Years Learning Framework. ACECQA (2013) Guide to the NQS. Casey, T (2007) Chapter 7 Outcomes for children & settings.
Week 4. Aug 22	The outdoors as a learning environment – beyond running and climbing. **Catherine Jones**	Goodfellow, J (2016). Flexible and sustainable learning environments. Porter (2016) Chapter 16 Solutions for children's social difficulties. Rattler 105: Exploring Sustainability. Casey, T. (2007). Playground Survey p. 37.
Week 5. Aug 29	PE	
Week 6 Sept 5	PE	On-Line Chat Tuesday 6 Sept 8pm.
Week 7. Sept 12	PE	

Unit Schedule		
Week	**Lecture Content**	**Required Readings**
Sept 19	RECESS	
Sept 26	RECESS	
Week 8. Oct 3	Long Weekend - No Lecture or Tutorial	
Week 9. Oct 10	The Transition to School Statement **Sandra Cheeseman**	Giugni & Mundine (2010). Const 4.2 Disability NSW Transition to School Statement & Support Documents Piper, C (2014) Getting Everyone Ready. Every Child 20.
Week 10. Oct 17	The Forest schools as inspiration in the Australian context **Rebecca Andrews DoE**	Robertson (2011)– Who needs a forest? Rattler 107: A walk on the beach. Porter (2016) Chapter 15 – Solutions to children's emotional difficulties.
Week 11. Oct 24	ATSI contexts – honouring land and learning from Indigenous ways. **Judy McKay-Tempest**	Farrell and Pramling Samuelson (2016) Chapter 6 Philips and Lampert (2005). Chapter 5 Learning and the importance of knowing.
Week 12. Oct 31	Making the most of what you've got. **Helen Little**	Greenfield, C. (2011). Outdoors is where we need to be. Rattler 110 - Inclusion Zone.
Week 13. Nov 7	The outdoors for infants and toddlers **Sandra Cheeseman**	Lewin-Benham(2010) Chapter 9 & 10 Greenman & Stonehouse, (1997). Chapter 12.

Learning and Teaching Activities

Professional Experience Guidelines

IEC Relevant Documents The information in this Professional Experience Guide must be read in conjunction with the following documents available for download from iLearn: ? Unit Guide ? IEC Academic Honesty Handbook ? Unit Readings, Assessments & Study Guide* ? IEC Professional Experience Handbook ? Professional Experience Guide ? Professional Field Visits Guide* 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* or a school* ? 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 ? Anaphylaxis training (practical and on line

training)* ? Child Protection online training* ? A Working with Children Check or State/Territory equivalent is required by the end of Week 3/census date* to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time. ? Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded. * ? Students are expected to negotiate with the supervising teacher to complete five (5) observation days at times which do not impact on attendance at tutorials for this or other units. ? Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convener about their professional experience block dates and to discuss how that unit's requirements can be met. For some situations, it may mean that you are enrolled externally for that unit so that your attendance for tutorials for that unit is not impacted. ? 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 UG Unit* If you are considering withdrawing from this unit, please seek academic advice by writing to iec@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree. 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 co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree. 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 above). 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 your Professional Experience Folder that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children. Photography Permission * In this unit, students may take photographs to support the observation, planning, evaluation and reflection records that are developed during the Professional Experience. Students are expected to adhere to the Professional Experience placement site's policies and seek permission from families in order to take photographs. Please use the permission form provided on iLearn.

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/assessm

ent/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

- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 7. Observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Planning for Learning
- Professional Experience
- Philosophy in Practice

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

- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 7. Observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Planning for Diversity.
- Planning for Learning
- Professional Experience
- Philosophy in Practice

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

- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.

Assessment tasks

- Planning for Diversity.
- Planning for Learning
- Professional Experience
- Philosophy in Practice

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. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.

- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 7. Observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Planning for Diversity.
- Planning for Learning
- Professional Experience
- Philosophy in Practice

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. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.
- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- 7. Observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Planning for Diversity.
- Planning for Learning

- Professional Experience
- Philosophy in Practice

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

- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.
- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
- 7. Observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Planning for Diversity.
- Planning for Learning
- Professional Experience
- Philosophy in Practice

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

- 1. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- 2. Understand the Early Years Learning Framework and the accountability requirements as a teacher in terms of the NQF and NQS.

- 4. Consolidate knowledge on guiding children's behaviour and hone strategies for guiding children's behaviour, including transitions.
- 5. Engage in active, careful and critical reflective practice.
- 7. Observe, plan and document the children's learning whilst on PE.

Assessment tasks

- Planning for Diversity.
- Planning for Learning
- Professional Experience
- Philosophy in Practice

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

- 1. Examine theories of diverse learners and develop strategies for differentiating planning for diverse needs.
- 5. Engage in active, careful and critical reflective practice.
- 6. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

- Planning for Diversity.
- Planning for Learning
- Professional Experience
- Philosophy in Practice

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

- 3. Examine the outdoors as a learning space and develop strategies for embedding sustainability in the prior to school setting.

Assessment tasks

- Planning for Learning
- Professional Experience
- Philosophy in Practice