ECHP222

Professional Experience 2

S1 Day 2017

Institute of Early Childhood

Contents

General Information 2

Learning Outcomes 3

General Assessment Information 3

Assessment Tasks 5

Delivery and Resources 9

Policies and Procedures 9

Graduate Capabilities 11

Disclaimer

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General Information

Unit convenor and teaching staff
Fay Hadley
fay.hadley@mq.edu.au
Contact via 9850 9833
X5B365

Lecturer and tutor
Rebecca Andrews
rebecca.andrews@mq.edu.au
Contact via 9850 9871
X5B269

Credit points
3

Prerequisites
(((ECH120 or ECHE120 or ACSH100) and ECHP122) and (admission to BEd(ECE)(0-12) or BTeach(ECE) or BTeach(0-5))) or admission to GDipECTeach

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.

General Assessment Information

Assessment presentation

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 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.
- Only 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.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Referencing:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. 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 Academic Honesty Handbook.** All students will need to download this guide and use it as they prepare their assignment.

Compulsory text

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

Academic Honesty

The University defines plagiarism in its rules: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas." Plagiarism is a serious breach of the University's rules and carries significant penalties. Students must read the University's practices and procedures on plagiarism. These can be found on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	35%	No	3rd April
Assessment 2: Part A	0%	No	26th May
Assessment 2: Part B	50%	No	26th May
Assessment 3	15%	No	14th June

Assessment 1

Due: **3rd April**
Weighting: **35%**

Getting ready for professional experience

To complete this part of your assignment you will have needed to complete at least 2 observation days at your professional experience placement. You need to:

1. Provide a synthesised situational analysis of your centre, including the age group you will be working with on Professional Experience.
2. Complete one (1) observation from your professional experience placement.
3. Develop an experience based on the above observation.
4. Compile Folder Resources

Assessment criteria

- Synthesised situational analysis of setting and age group
- Provided 1 written observation that demonstrate the child's or children's learning, with appropriate links to theory, including the early years learning framework and early childhood literature
- Provided 1 appropriate experience that demonstrates clear links to the observation and EYLF
- Resources for PE folder
- References cited in accordance with APA guidelines

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: **26th 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: **26th May**
Weighting: **50%**

Professional Experience Book Work

On Professional Experience you are required to complete several tasks. A selection of these are to be typed up and handed in for this assessment. Please make sure you check the marking criteria carefully as it is your responsibility **(not your advisor or supervising teacher)** to address these correctly. Please note this assignment is work when completed on Professional Experience. If you are completing PE after May 20th (because of extended illness on prac) please complete the appropriate disruption procedures through ask.mq to request an extension. As your work should be completed during PE we welcome early submission. Please note **NO photos for assignment 2 at all to be submitted.** This identifies the setting and/or the children and breaches confidentiality.

These tasks are:

1. Evidence of a professional discussion/conversation with one or more staff members about contemporary perspectives of children's learning (10 marks) (typed double spaced, 2 pages)
2. Guiding children's behaviour (10 marks). Provide one typed double spaced example (2-3 pages) that outlines your attempts at guiding an individual child or group of children's behaviour.
3. Assessment for learning (10 marks). Use your observations, planning, evaluations and other sources you deem appropriate to compile analytical summaries for two (2) children.
4. Critical reflection (10 marks). Provide ONE (1) typed, double spaced critical reflection (1 page) on one issue of significance that occurred over the duration of your PE. This issue should be something of consequence and therefore not trivial,

Assessment criteria

- Outlined evidence of a professional discussion/conversation with one or more staff members
- Outlined clearly an incident of you guiding children's behaviour justified with appropriate literature, including Porter 2016
- Provided 2 clear analytical summaries that are supported by appropriate documentation evidence, which could include observations, planning, evaluations and other sources
- Provided 1 critical reflection on on one issue of significance that occurred over the duration of your PE.
- Expressed ideas logically, coherently and professionally

- Used relevant early childhood literature to support ideas and referenced correctly cited in accordance with APA guidelines

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: **14th 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 based on week 1-13 content, including readings and lectures. Question types will include the following: true false, matching questions, multiple choice. Time permitted 45 minutes. Attempts permitted 1 only. The assessment will be open from 7pm on 14th June and close at 10.00pm June 14th. Early submission is highly recommended to ensure you are able to access the quiz. This online quiz must be completed individually by each student.

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 Fridays 11.00 o'clock in W5AT1.
- 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Friday It is expected that students tutorial will attend the lecture prior to their tutorial.
- External students are to attend two compulsory on campus day on 21st and 22nd April 9am-4.30pm
- 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 sessions
- Satisfactorily complete a three week professional experience placement from May 1st-May 19th (including 5 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)**

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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