



# ECHP425

## Professional Experience 6

S1 External 2017

*Institute of Early Childhood*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	11
<u>Learning and Teaching Activities</u>	14
<u>Policies and Procedures</u>	14
<u>Graduate Capabilities</u>	15

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

ECHP324 or ECHP325 or ECHP327 or admission to GDipAdvStEc

Corequisites

Co-badged status

Unit description

This unit incorporates theoretical and practical aspects of teaching and includes a compulsory professional experience field component in a prior-to-school setting. The professional experience includes a series of observation days and a 15 day teaching block. This unit builds on earlier reflective practice units, particularly in the areas of curriculum decision making, refinement of teaching strategies, and documentation of children's learning. One component of this unit is study of the work of educators in Reggio Emilia, which is analysed in terms of implications for Australian early childhood contexts. Another focus is an extension of earlier studies of ways to counter bias and a consideration of socially just educational contexts.

## 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:

refine your teaching practices through the influence of the work of educators in Reggio

Emilia and the current debates on early childhood curriculum and pedagogy recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts

develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## **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 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.
- 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.

### 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/](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.

- Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on receipt of the completed form submitted through ask.mq.edu.au, plus documentation.

- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

### **Department of Educational Studies (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. 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**.

**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.

### **Family and Children's Records at Department of Educational Studies (EC)**

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 \(2016\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the EC 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, families and staff. Do not record details that enable identification of the site, and of the adults or children.

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Assignment 1</a>	45%	No	March 31, 9am
<a href="#">Assignment 2a</a>	0%	Yes	1st May or Week 8
<a href="#">Assignment 2b</a>	0%	No	May 8 - 26

Name	Weighting	Hurdle	Due
<a href="#">Assignment 3</a>	15%	No	Week 12 & 13 or OCD (2)
<a href="#">Assignment 4</a>	40%	No	June 13, 9am

## Assignment 1

Due: **March 31, 9am**

Weighting: **45%**

Analysing the Disposition to Document - teaching techniques and child perspectives. Part A is an analysis of teaching techniques that support the disposition to document, children's perspectives and intentional teaching. Part B requires the student to analyse video sequences to identify the children's possible thinking, theorising, motivations and intents.

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

## Assignment 2a

Due: **1st May or Week 8**

Weighting: **0%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Student will be required to bring to class (internals) or submit online (externals) extracts from your PE Folder. This is designed for you to demonstrate your preparedness to begin PE. Students may not begin PE Block until this requirement is met. Satisfactory/Unsatisfactory grading.

On successful completion you will be able to:

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assignment 2b

Due: **May 8 - 26**

Weighting: **0%**

20 days of Professional Experience in a prior to school setting.

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assignment 3

Due: **Week 12 & 13 or OCD (2)**

Weighting: **15%**

Oral Presentation to Peers reflecting in the teaching techniques and professional challenges encountered on professional experience.

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assignment 4

Due: **June 13, 9am**

Weighting: **40%**

Documenting Pedagogically - a presentation of a piece of pedagogical documentation developed whilst on professional experience.

On successful completion you will be able to:

- refine your teaching practices through the influence of the work of educators in Reggio

Emilia and the current debates on early childhood curriculum and pedagogy

- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Delivery and Resources

The following are **REQUIRED TEXTS** for ECHP425. All students must have a copy of the required texts and bring them to class each week or to the On Campus. You may already have purchased some of these texts for previous units at IEC.

1. ECHP425 Custom etextbook. (2017). Custom etextbook including chapters from a range of publications. Sydney: Pademelon Press. (purchase from [www.pademelonpress.com.au](http://www.pademelonpress.com.au))
2. 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>
3. 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](http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)
4. Fleet, A., & Robertson, J. (Eds.). (2005). *Exhibit-On 3 catalogue: Unpacking interpretation*. Sydney: Institute of Early Childhood, Macquarie University.
5. MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children. Choices for theory and practice*. Melbourne: Addison Wesley Longman

**IN ADDITION TO THESE TEXTS A NUMBER OF REQUIRED READINGS WILL BE PROVIDED TO YOU VIA THE LIBRARY E-RESERVE. PLEASE SEE THE COMPLETE LIST OF READINGS FOR THE UNIT ON THE ILEARN PAGE.**

**The Following are HIGHLY RECOMMENDED TEXTS that we feel will support your thinking in this unit.**

1. Chng, A. (2015). *Documenting children's learning*. A research in practice series. Canberra: Early Childhood Australia
2. Fleet, A., & Patterson, C. (2011). *Seeing assessment as a stepping stone: Thinking in the context of the EYLF*. Deakin West, ACT: Early Childhood Australia Inc.
3. Patterson, C., & Fleet, A. (2011). *Planning in the context of the EYLF: Powerful, practical*



**and pedagogically sound.** Deakin West, ACT: Early Childhood Australia Inc.

**Infants and toddlers:** These are online books readily available through the library. They are three lovely books for your learning and enjoyment if you are working with infants and toddlers.

Barbre, J. (2012). *Foundations of responsive caregiving: Infants, toddlers and two*. Minnesota: Redleaf Press.

Johnson, J. (2010). *Babies in the rain: Promoting play, exploration and discovery with infants and toddlers*. Minnesota: Redleaf Press.

Lewin-Benham, A. (2010). *Infants and toddlers at work: Using Reggio-Inspired materials to support brain development*. Teachers College Press, Columbia University: New York.

### **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*
- *Unit Readings, Assessments & Study Guide*
- *IEC Professional Experience Handbook*
- *Professional Experience Guide*

### **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**

- In order to be eligible for a passing grade, students must meet the following attendance requirements:
  - Internal Students: Attend at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
  - External Students: Attend all on-campus sessions – punctuality is expected. Please note that non-attendance will lead to exclusion from the unit. Students who are unable to attend 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/workshops tasks
- Students are expected to read weekly readings before completing tasks and attending

tutorials/workshops

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials/workshops
- 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

### **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 attendance 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.
- 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 [ie.c@mq.edu.au](mailto:ie.c@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.

## **Unit Schedule**

### Unit Schedule

Week	Lecture Topic	Readings	Notes
1. 1 Mar	<b>The context of ECHP425</b> <b>Philosophy to practice.</b> <b>Sandra Cheeseman</b>	Custom text Conversations Chapter 1  Custom Text Documentation  Chapter 1  Custom Text Unearthing - Reimagining  EXT: see list	Students are required to read the Unit Outline  There are tutorials in Week 1. Please come prepared having done at least some of your week 1 readings - these are key to assignment 1.

2. 8 Mar	<b>Seeking the child's perspective.</b> <b>Sandra Cheeseman</b>	Custom Text Insights Chapter 3  Sommer et al (2010)	
3. 15 Mar	<b>What is Pedagogical Documentation?</b> <b>Angela Chng &amp; Meredith Chan</b>	Custom Text Conversations Chapter 11  Custom Text Dancing Chapter 8  Exhibit-On 3 catalogue	No Internal Tutorials this week - Visit to Mia Mia 10.30am -12.30pm (Wednesday 15 March). Externals Welcome.
4. 22 Mar	<b>A Focus on Infants and Toddlers.</b> <b>Sandra Cheeseman</b>	Custom Text Insights Chapter 9  Page et al (2013)  Degotardi et al (2014)  Ext: see list	On Campus Day 1  25 March 9am -5pm
5. 29 March	<b>Promoting higher order thinking.</b> <b>Sandra Cheeseman</b>	Custom Text Conversations Chapter 5  Exhibit-On 3 Catalogue  Siraj- Blatchford and Manni (2008)  Ext: see list	<b>Ass 1 Due 31 March 9am</b>
6. April 5	<b>Inclusion, social justice and family perspectives.</b> <b>Doranna Wong</b>	MacNaughton (2003) Chapter 11&12  Custom Text Insights Chapter 13  Custom Text Insights Chapter 11 (I)  Ext: see list	

7. April 12	<b>Inclusion, social justice and family perspectives Part 2 &amp; Preparing for Professional Experience.</b>  <b>Doranna Wong</b>	Custom Text Insights Chapter 4  Fleet et al (2011)  PE Guidelines	
April 19	Recess	Custom Text Dancing Chapter 4  Kreig (2011)	
April 26	Recess		
8. May 3	<b>A focus on learning - Observation and Assessment in ECEC</b>  <b>Sandra Cheeseman</b>	Custom Text Conversations Chapter 9  Custom text Documentation Chapter 5  Exhibit-On 3 catalogue  Ext: see list	<b>All internal students to bring PE Folder to class.</b>  <b>External students post submissions on-line by 1st May</b>
9. May 10	Professional Experience		<b>Professional Experience Block</b>
10. May 17	Professional Experience		Professional Experience Block
11. May 24	Professional Experience		Professional Experience Block
12. May 31	Consolidating learning and preparing for your final professional experience		<b>On Campus Day 2</b>  <b>Saturday June 3</b>  <b>Ass 3 Presentations for Externals at OCD and Internals in tutorials. Compulsory tutorial for internals</b>
13. 1 June	No Lecture - this time is allocated to student presentations Ass 3. you must be available to attend at this time if needed.		<b>Ass 3 presentations internals during lecture and tutorial time</b>  <b>Compulsory tutorial for internals</b>

## Learning and Teaching Activities

### Lectures

Compulsory content shared through lecture mode.

### Tutorials

Required workshopping of unit content, assessments, readings, and student perspectives.

### iLearn

On-line distribution of required information and unit vehicle for communication.

### Assignments

Assessed components to scaffold student learning and provide opportunities to apply understandings.

### Independent study

Professional commitment to understanding of unit material and further learning.

## 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)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](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:

## Assessment tasks

- Assignment 2b
- Assignment 3
- Assignment 4

## 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

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assessment tasks

- Assignment 1
- Assignment 2b
- Assignment 3
- Assignment 4

## 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 outcome

- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

## Assessment tasks

- Assignment 2b



- Assignment 3
- Assignment 4

## 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 outcome

- refine your teaching practices through the influence of the work of educators in Reggio Emilia and the current debates on early childhood curriculum and pedagogy

### Assessment tasks

- Assignment 1
- Assignment 2a
- Assignment 2b
- Assignment 3
- Assignment 4

## 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 outcome

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature

### Assessment tasks

- Assignment 1
- Assignment 2b
- Assignment 4

## 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

- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

### Assessment tasks

- Assignment 1
- Assignment 2b

## 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

- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts
- develop confidence in justifying professional decisions in programming effectively for individuals within group contexts in relation to current research-based literature
- take substantial responsibility for your own learning and deal with issues for decision-making in early childhood settings

### Assessment tasks

- Assignment 1
- Assignment 2a
- Assignment 2b

- Assignment 3
- Assignment 4

## 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

- recognise the importance of socially just practices in educational settings, by actively seeking ways to recognise and connect with children's families, valuing community and cultural contexts

### Assessment tasks

- Assignment 1
- Assignment 2b
- Assignment 4

## 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:

### Assessment task

- Assignment 2b