ECHP425

Professional Experience 6

S1 External 2018

Department of Educational Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Academic Coordinator
Sandra Cheeseman
sandra.cheeseman@mq.edu.au
X5B 268

Professional Experience Coordinator
Catherine Jones
catherine.jones@mq.edu.au

Tutor
Catherine Patterson
catherine.patterson@mq.edu.au

Tutor
Luke Touhill
luke.touhill@mq.edu.au

Belinda Davis
belinda.davis@mq.edu.au

Owain Matthews
owain.matthews@mq.edu.au

Credit points
3

Prerequisites
ECHP324 or ECHP325 or ECHP327

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.

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 "Special Consideration" 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 Special Considerations 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:

- **Special Considerations**

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies a circumstance as serious and unavoidable if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and

- was beyond the student's control; and

- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and

- occurred during an event critical study period and was at least three (3) consecutive days duration, and/or

- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

- **Late Submissions**

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

Assessment of Professional Experience

Students must meet the mandatory requirements to undertake placements as specified in this/ the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.

Macquarie University operates under a 'Fit to Sit' model as specified in the University's Special Consideration Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. If a Student is identified by the Unit Convenor as being 'At Risk', the Department's 'At Risk' procedure will be activated and they will not be able to withdraw themselves from this Unit.

The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University **prior to the end** of Session for students who do not meet the placement expectations of the Unit.

Department of Educational Studies 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)*.**

*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 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	45%	No	April 3, 9am
Assignment 2a	0%	Yes	30th April or Week 8 Tutorial

Name	Weighting	Hurdle	Due
Assignment 2b	0%	No	May 7 - 25
Assignment 3	15%	No	Week 13 or OCD (2)
Assignment 4	40%	No	June 11, 9am

Assignment 1

Due: **April 3, 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: **30th April or Week 8 Tutorial**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students 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 7 - 25**
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 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 11, 9am**
Weighting: **40%**

Documenting Pedagogically - a presentation of a piece of pedagogical documentation developed whilst on profesional 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 etexbook. (2018). Custom etextbook including chapters from a range of publications. Sydney: Pademelon Press. (purchase from www.pademelonpress.com.au)

2. Australian Children's Education & Care Quality Authority. (2017). *Guide to the national quality standard*. Retrieved from http://files.acecqa.gov.au/files/NQF/Guide-to-the-NQF-3-Guide-to-the-NQS-Part-A.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

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 RECOMMENED 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.

Relevant Documents

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

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

Electronic Communication

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

- *Dialogue* function on iLearn
- Official *MQ Student Email* Address
- Other iLearn communications functions

It is the student's responsibility to check all electronic communication on a regular weekly basis.

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

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

Other important policies

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

For this Unit, students must also be aware of the following specific requirements:

- **S**tudents must meet the mandatory requirements to undertake placements as specified in this/the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.

- Macquarie University operates under a 'Fit to Sit' model as specified in the University's Special Consideration Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.

- If a Student is identified by the Unit Convenor as being 'At Risk', the Department's 'At Risk' procedure will be activated and they will not be able to withdraw themselves from this Unit.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to **https://ask.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. 26 Feb	**The context of ECHP425** **Philosophy to practice.** **Sandra Cheeseman**	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. 5 Mar	**Seeking the child's perspective.** **Sandra Cheeseman**	Custom Text Insights Chapter 3 Sommer et al (2010)	
3. 12 Mar	**What is Pedagogical Documentation?** **Meredith Chan & Melissa Ferris**	Custom Text Conversations Chapter 11 Custom Text Dancing Chapter 8 Exhibit-On 3 catalogue	
4. 19 Mar	**A Focus on Infants and Toddlers.** **Sandra Cheeseman**	Custom Text Insights Chapter 9 Page et al (2013) Degotardi et al (2014) Ext: see list	On Campus Day 1 24 March 9am -5pm

5. 26 March	**Promoting higher order thinking.** **Sandra Cheeseman**	Custom Text Conversations Chapter 5 Exhibit-On 3 Catalogue Siraj-Blatchford and Manni (2008) Ext: see list	
6. April 2	**Inclusion, social justice and family perspectives**. **Doranna Wong**	MacNaughton (2003) Chapter 11&12 Custom Text Insights Chapter 13 Custom Text Insights Chapter 11 (I) Ext: see list	**Ass 1 Due 3 April 9am**
7. April 9	**Recorded Lecture** **Preparing for Professional Experience.** **Catherine Jones and Sandra Cheeseman**	Custom Text Insights Chapter 4 Fleet et al (2011) PE Guidelines	Wed 11th April No Live Lecture or Internal Tutorials this week - Visit to Mia Mia 10.30am -12.30pm Externals Welcome.
April 16	Recess	Custom Text Dancing Chapter 4 Kreig (2011)	
April 23	Recess		
8. April 30	**A focus on learning - Observation and Assessment in ECEC** **Sandra Cheeseman**	Custom Text Conversations Chapter 9 Custom text Documentation Chapter 5 Exhibit-On 3 catalogue Ext: see list	**Ass 2a.** **All internal students to bring PE Folder to class.** **External students post submissions online by April 30th**
9. May 7	Professional Experience		**Professional Experience Block**

10. May 14	Professional Experience		Professional Experience Block
11. May 21	Professional Experience		Professional Experience Block Ass 2b. Completed Evaluation Report due by 9am 4 June
12. May 28	Consolidating learning and preparing for your final professional experience		**On Campus Day 2** **Saturday June 2** **Ass 3 Presentations for Externals at OCD** **Compulsory tutorial for internals**
13. June 4	No Lecture - this time is allocated to student presentations Ass 3. you must be available to attend at this time if needed.		**Ass 3 presentations internals during lecture and tutorial time (schedule to be advised)** **Compulsory tutorial for internals**
			Ass 4 Due Monday 11 June 9am

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 (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Additional information for this Professional Experience Unit

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they should not do so. - If a Student is identified by the Unit Convenor as being 'At Risk', the De partment's 'At Risk' procedure will be activated and they will not be able to withdraw themselves from this Unit.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University **prior to the end** of Session for students who do not meet the placement expectations of the Unit.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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:

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

Changes since First Published

Date	Description
23/02/2018	Change of dates to assignments to take account of PE finishing dates.
18/02/2018	Typographic error corrected.