



# ECED825

## Early Childhood Professional Practice 2

S1 Day 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Coordinator

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Building X5B, Level 2, Room 261

Credit points

4

Prerequisites

ECED603 or ECED821

Corequisites

Co-badged status

Unit description

In this unit students will build on the knowledge of early childhood theory and practice that gained from your experiences in ECED603. Students will extend understanding of critical reflection and personal professional philosophy as a developing teacher. Central to this unit is a 20 day professional experience placement to develop awareness of the professional role and responsibilities of an early childhood teacher working with children from two to five years. This unit therefore combines theory and practice to enable students to construct practical knowledge of teaching and learning through guided reflection.

## 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:

Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years

Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour

Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children

Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting

Demonstrate the value of an anti bias approach when working with young children and their families

Demonstrate an understanding of the role of the reflective practitioner

## **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 .docx 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 academic staff member 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.

## Assessment Extensions & 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 Consideration 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 Special Consideration according to the University policy currently available at:**

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

**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.

- Students **MUST** 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.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.

## 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. 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**.

**The following guide can be purchased from the Co-op Bookshop. This is an assumed text:**

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

### Submissions of Family and Children's Records for 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 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 (or pseudonyms) 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="#">Newsletter</a>	20%	No	30 Mar
<a href="#">An anti bias approach report</a>	40%	No	3 May
<a href="#">Professional Experience</a>	40%	No	11 Jun

### Newsletter

Due: **30 Mar**

Weighting: **20%**

This assessment will enable students to articulate appropriate teaching strategies to use with children 2-5 year and determine appropriate strategies to guide young children's behaviour.

On successful completion you will be able to:

- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting

- Demonstrate an understanding of the role of the reflective practitioner

## An anti bias approach report

Due: **3 May**

Weighting: **40%**

This assessment will enable students to explore principles of anti bias education and their application with children 2-5 years.

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate the value of an anti bias approach when working with young children and their families
- Demonstrate an understanding of the role of the reflective practitioner

## Professional Experience

Due: **11 Jun**

Weighting: **40%**

3a) Documenting children's learning - Components of the professional experience folder (40%)

3b) Professional Experience working as an early childhood teacher - Evaluation Report (S/U)

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate the value of an anti bias approach when working with young children and their families
- Demonstrate an understanding of the role of the reflective practitioner

## Delivery and Resources

**Please note: It is the responsibility of individual students to be aware of pre and co requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.**

### Requirements for this unit:

The timetable for classes can be found on the University web site at:

<https://timetables.mq.edu.au/2018/>

- There will be four (4) day sessions for this unit throughout the semester. Attendance is compulsory. These sessions have been scheduled on the following Fridays:
  - 9<sup>th</sup> March
  - 6<sup>th</sup> April
  - 11<sup>h</sup> May
  - 8<sup>th</sup> June

Classes will be held in X5B 041 from 10am – 3pm. Students are expected to attend for the full day.

### 1. Required Textbooks

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7<sup>th</sup> ed.) Victoria: Thomson.

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

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin.

*Earlier editions of these textbooks will be suitable for this unit*

### Assumed Texts

Crowther, I. (2016). *Creating effective learning environments* (4th ed.). Ontario: Thomson.

### 2. Weekly required reading schedule:

There is a combination of readings from your textbooks and readings which can be sourced via Multisearch on the library website. A link is available through iLearn under: *Learning support & resources*. In addition to chapters from your textbooks, you will need to read the following:

#### Week 1

*Early Years Learning Framework*

[http://docs.education.gov.au/system/files/doc/other/belonging\\_being\\_and\\_becoming\\_the\\_earl](http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_earl)

[y\\_years\\_learning\\_framework\\_for\\_australia.pdf](#)

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7<sup>th</sup> ed.) Victoria: Thomson. Chapter 7 (or Chapter 7 in 2015 edition.)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin. Chapters 1 & 2 (or Chapter 1 in 2008 edition)

**Week 2**

Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. St. Paul, MN: Redleaf Press (chapter 6).

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3<sup>rd</sup> ed.). NSW: Pearson Education. (Chapter 9)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin. Chapter 15 (or 2008 Chapter 13)

**Week 3**

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7<sup>th</sup> ed.) Victoria: Thomson. Chapter 9 (or Chapter 9 in 2015 edition.)

Epstein, A.S. (2015). *The intentional teacher. Choosing the best strategies for young children's learning*. Washington: NAEYC. (chapter 1)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin. Chapter 16 (or 2008 Chapter 14)

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3<sup>rd</sup> ed.). NSW: Pearson Education. (Chapter 25)

**Week 4**

Derman-Sparks, L., LeeKeenan, L., & Nimmo, J (2015). *Leading anti-bias early childhood programs. A guide for change*. New York: Teachers College Press. (chapter 3)

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3<sup>rd</sup> ed.). NSW: Pearson Education. (Chapter 22).

**Week 5**

MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3<sup>rd</sup> ed.). NSW: Pearson Education. (Chapter 25)

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin. Chapters 5 & 6 (2008 Chapters 3 & 4)

**Week 6**

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7<sup>th</sup> ed.) Victoria: Thomson. Chapter 10 (or Chapter 10 in 2015 edition)



Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin. Chapter 13 (or 2008 Chapter 11)

2018 Department of Educational Studies (Early Childhood) Macquarie University Professional Experience Handbook.

### **Week 7**

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings*. (7<sup>th</sup> ed.) Victoria: Thomson. Chapter 8 (Or Chapter 8 in 2015 edition)

Fleet, A., Honig, T., Robertson, J., Semann, A. & Shepherd, W. (2011). *What's pedagogy anyway*. Retrieved from:

<http://www.cscentral.org.au/Resources/what-is-pedagogy-anyway-.pdf>

### **Week 8**

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. (4<sup>th</sup> ed.). Sydney: Allen & Unwin. Chapter 18 (2008 Chapter 17)

Ashton, J., Woodrow, C., Johnston, C., Wangmann, J., Singh, L., & James, T. (2008). Partnerships in learning: Linking early childhood services, families and schools for optimal development. *Australian Journal of Early Childhood*, 33(2), 10-16.

### **Week 9**

Connor, J. (2012). *Foundations for learning: Relationships between the early years learning framework and the Australian curriculum (An ECA–ACARA paper)*. Retrieved from: [http://foundationinquirylearning.global2.vic.edu.au/files/2013/06/ECA\\_ACARA\\_Foundations\\_Paper-2cq59mi.pdf](http://foundationinquirylearning.global2.vic.edu.au/files/2013/06/ECA_ACARA_Foundations_Paper-2cq59mi.pdf)

Dockett, S. & Perry, B. (2014). *Continuity of learning: A resource to support effective transition to school and school aged care*. Retrieved from: <http://docs.education.gov.au/node/36571>

### **Weeks 10, 11 & 12**

Professional Experience

No required readings

### **Week 13**

Reflections on Professional Experience

No required readings

### **The following texts can be downloaded from the links:**

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://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

Australian Government Department of Education Employment and Workplace Relations. (2010). *Educators being, belonging & becoming: Educators' guide to the early years learning framework of Australia*. Australia: Commonwealth of Australia. Retrieved from [http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators\\_guide\\_to\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf)

Early Childhood Australia. (2016). *Early childhood Australia code of ethics*. Retrieved from <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COE-Brochure-2016.pdf>.

## 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) (<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) (<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) (<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](http://ask.mq.edu.au).

*If you fail this unit the fail grade will be on your transcript irrespective of the timing of when the placement takes place.*

## 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

### PG - Capable of Professional and Personal Judgment and Initiative

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

This graduate capability is supported by:

### Learning outcome

- Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Newsletter
- An anti bias approach report
- Professional Experience

## PG - Discipline Knowledge and Skills

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

This graduate capability is supported by:

### Learning outcomes

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years
- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate the value of an anti bias approach when working with young children and their families

## Assessment tasks

- Newsletter
- An anti bias approach report
- Professional Experience

## PG - Critical, Analytical and Integrative Thinking

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

This graduate capability is supported by:

### Learning outcomes

- Systematically document and critically analyse the pedagogies and practices of teaching

and learning, including ways to guide children's behaviour

- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate an understanding of the role of the reflective practitioner

### **Assessment tasks**

- Newsletter
- An anti bias approach report
- Professional Experience

## **PG - Research and Problem Solving Capability**

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

This graduate capability is supported by:

### **Assessment task**

- Professional Experience

## **PG - Effective Communication**

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

This graduate capability is supported by:

### **Learning outcome**

- Demonstrate the value of an anti bias approach when working with young children and their families

### **Assessment tasks**

- An anti bias approach report
- Professional Experience

## **PG - Engaged and Responsible, Active and Ethical Citizens**

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of

connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### **Learning outcome**

- Demonstrate the value of an anti bias approach when working with young children and their families

### **Assessment tasks**

- An anti bias approach report
- Professional Experience