EDST201

Practice of Teaching: Introduction to the Early Childhood Context

S1 External 2019

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Unit Coordinator
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Credit points
3

Prerequisites
Admission to BTeach(0-5) and ECH113

Corequisites

Co-badged status

Unit description
This unit combines university based early childhood study with practical experience in an early childhood setting. Central to the unit is the exploration of a variety of theories on how children learn. Students are assisted to record thoughtful, reflective observations, to use intentional teaching strategies to plan an appropriate curriculum and to follow the planning cycle. Additionally, a range of teaching strategies for guiding children's learning and behaviour are considered. Students also engage in critical reflection as part of their commitment to teaching through consideration of the Early Years Learning Framework and the National Quality Standards. Students will utilise their coursework knowledge to complete a compulsory professional experience in a prior to school early childhood setting with children aged two to five years.

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:

Become familiar with the professional environment of early childhood teaching.

Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing

Interact and build relationships with young children.

Record and interpret observations of individual and small groups of children and identify implications for learning

Begin acting in the role of the reflective practitioner.

General Assessment Information

Assessment Presentation and 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
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

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.

Please note:

- Students should regularly save a copy of all assignments before submission,

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption

according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

- 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.

Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgments. Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process. The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.   **University policy on grading**

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.*

Criteria for awarding grades in the unit

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the

University's Grading Policy. The following descriptive criteria are included for your information.

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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..

Assessment Tasks

Name	Weighting	Hurdle	Due
Preparation for PE	40%	No	April 1, 2019
PE Documentaton	60%	Yes	May 27, 2019

Preparation for PE

Due: **April 1, 2019**
Weighting: **40%**

Preparation for Professional Experience (PE)

Part A: Professional Experience ePortfolio: (Satisfactory/Unsatisfactory)

In preparation for PE you need to organise your ePortfolio.

Part B: Transitions and Literature Collection (10%)

Develop a collection of five (5) transitions for use with children from 2 - 5 years of age and at least five (5) entries showing where you can find links to relevant literature.

Part C: Observation Records (30%)

In this assessment task you are required to complete three observations based on the videos provided on iLearn. This includes the observation section, the interpretation section and implications for planning section for each observation.

On successful completion you will be able to:
- Become familiar with the professional environment of early childhood teaching.
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PE Documentaton

Due: **May 27, 2019**
Weighting: **60%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Part A: Professional Experience Evaluation Report (Satisfactory/Unsatisfactory)

This is the hurdle component of the assessment. You must attain a Satisfactory grade in your PE report to pass the unit.

Part B: Professional Experience Documentation (60%)

In this assignment, you are asked to submit material from your Professional Experience ePortfolio

On successful completion you will be able to:

- Become familiar with the professional environment of early childhood teaching.
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- Begin acting in the role of the reflective practitioner.

Delivery and Resources

Required Textbooks

These texts can be purchased from the Co-op Bookshop on campus or http://www.coop.com.au

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

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

iLearn

This unit has a full web presence through *iLearn*. Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Department of Educational Studies Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the information on iLearn:

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.

Structure

The on campus sessions for this year are on:

Day 1: 23 March (9:00-4:00)

Day 2: 16 April (9:00-4:00)

Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

The unit comprises one lecture and two on-campus days. At the on-campus days students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance is expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Please see iLearn for the full lecture schedule.

Unit Schedule

Modules
Early Childhood Theories of Practice
Assessment for and of Learning
Learning Environment
Building Relationships
Working Professionally

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

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:

- 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.

Attendance for undergraduate units

Activities completed during on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet ACECQA requirements. Attendance at on-campus days is expected and the roll will be taken.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials

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

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

External Students

1. The on-campus sessions on 23 March and 16 April are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Early Childhood Professional Experience Units

To be eligible to commence the block placement component of this unit, students

- Must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the block

- Must meet the participation requirements for the unit - attendance and participation at on-campus days.

- Students must be able to present evidence of completion of the following prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience: A Working with Children Check or State/ Territory equivalent

Students are responsible for ensuring that their evidence is current. Please be aware that you may need to update your training or credential during your program of study.

- A Working with Children Check or State/Territory equivalent is required by the end of

Week 3 to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.

- Students who are completing a unit offered by another department are expected to inform and negotiate with that unit convenor 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 any assessments or bookwork prior to submission.

- If a Student is identified being **in need of additional support** for Professional Practice and/or Bookwork, the Department's '**Additional Support**' 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.

Family and Children's Records at Department of Educational Studies

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 ethical practices and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery. 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

Fitness to Practice Requirements

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. 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. For more information https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression

Withdrawing from this 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.

- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

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

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide

appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Become familiar with the professional environment of early childhood teaching.

Assessment tasks

- Preparation for PE
- PE Documentaton

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

- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact and build relationships with young children.

- Record and interpret observations of individual and small groups of children and identify implications for learning
- Begin acting in the role of the reflective practitioner.

Assessment tasks

- Preparation for PE
- PE Documentaton

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact and build relationships with young children.
- Record and interpret observations of individual and small groups of children and identify implications for learning
- Begin acting in the role of the reflective practitioner.

Assessment tasks

- Preparation for PE
- PE Documentaton

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact and build relationships with young children.
- Record and interpret observations of individual and small groups of children and identify implications for learning
- Begin acting in the role of the reflective practitioner.

Assessment tasks

- Preparation for PE
- PE Documentaton

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact and build relationships with young children.
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Assessment tasks

- Preparation for PE
- PE Documentaton

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 outcome

- Become familiar with the professional environment of early childhood teaching.

Assessment tasks

- Preparation for PE
- PE Documentaton

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

- Become familiar with the professional environment of early childhood teaching.
- Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
- Interact and build relationships with young children.
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Assessment tasks

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- PE Documentaton

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

- Become familiar with the professional environment of early childhood teaching.

Assessment tasks

- Preparation for PE
- PE Documentaton

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Become familiar with the professional environment of early childhood teaching.

Assessment tasks

- Preparation for PE
- PE Documentaton