



# ECHP122

## Professional Experience 1

S2 External 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Helen Little

[helen.little@mq.edu.au](mailto:helen.little@mq.edu.au)

Credit points

3

Prerequisites

Admission to BED(ECE)(0-12) or BTeach(ECE) or BTeach(0-5) or BTeach(ECC)

Corequisites

ECH113

Co-badged status

Unit description

This unit combines university based early childhood study with practical experience in an early childhood setting. The coursework prompts students to reflect on the nature of an early childhood curriculum, the early childhood teacher's role in teaching and learning, and contemporary issues related to the practice of teaching young children. In this unit students also acquire foundational skills for curriculum decision making. These skills include observation based assessment of children's interests, development and learning and other strategies to facilitate children's engagement, learning and development. Students employ these skills as they complete 10 compulsory days of professional experience in a prior-to-school early childhood setting.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

1. Understand the professional environment of early childhood teaching
2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
3. Interact with young children in a way that supports relationship formation, learning and development
4. Complete and interpret observations of individual and small groups of children and identify implications for learning
5. 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 .doc or .pdf format
- It is the onus 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,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- 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**

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 <https://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, see: <https://students.mq.edu.au/study/my-study-program/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.

### 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 judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: 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

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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

Grade	Descriptor
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<b>HD</b> (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.
<b>D</b> (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.
<b>Cr</b> (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.
<b>P</b> (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
<b>F</b> (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.

## Units with Submissions of Family & Children’s Records

### 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 confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Preparation for PE</u>	50%	Yes	See iLearn
<u>PE Documentation</u>	50%	No	See iLearn

## Preparation for PE

Due: **See iLearn**

Weighting: **50%**

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

## Preparation for PE

Due: **See iLearn** Weighting: **50%**

Preparation for Professional Experience (PE)

Part A: Professional Experience Folder (5%)

Part B: Finger Plays, Action Songs and Transitions Resource/Collection (15%)

Part C: Observation Records (30%)

This Assessment Task relates to the following Learning Outcomes:

- Understand 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

On successful completion you will be able to:

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## PE Documentation

Due: **See iLearn**

Weighting: **50%**

## PE Documentation

Due: **see iLearn** Weighting: **50%**

Professional Experience Documentation (50%)

This Assessment Task relates to the following Learning Outcomes:

- Understand 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 with young children in a way that supports relationship formation, learning and development
- Complete and interpret observations of individual and small groups of children and identify implications for learning
- Demonstrate an understanding of the role of the reflective practitioner

On successful completion you will be able to:

1. Understand the professional environment of early childhood teaching
2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing
3. Interact with young children in a way that supports relationship formation, learning and development
4. Complete and interpret observations of individual and small groups of children and identify implications for learning
5. Demonstrate an understanding of 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*. (6<sup>th</sup> ed.). Victoria: Thomson

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

\* Note this text is required in ECHP122 and ECHP222.

### **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.

### **External Students**

## On campus sessions

### Session 1: 24th August 2019 9am-5pm

### Session 2: Friday 20th September 2019 9am-5pm

1. The on-campus sessions 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.

## Department Procedures

Attendance for undergraduate units

All tutorials begin in Week 1 of Session.

- Activities completed during weekly tutorials (internal) or 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 the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken
- Students are required to contribute to all online and tutorials tasks
- Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change
- 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
- All assessment tasks must be submitted
- 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.

## Professional Experience Unit Placement Expectations

- Students are required to complete 10 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 and participation requirements for the unit
  - A Working with Children Check or State/ Territory equivalent
- 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 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.
- 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.

### **Withdrawing from this Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://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

Modules
Early Childhood Theories of Practice National Quality Framework, National Quality Standard, and Early Years Learning Framework
Assessment Observations
Learning Environment
Planning
Building Relationships
Reflections on Professional Experience and Future Professional Experiences

## 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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/p)

[olicy-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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

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

## Learning Skills

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

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto: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/](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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

#### Assessment tasks

- Preparation for PE
- PE Documentation

### 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 outcome

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

#### Assessment tasks

- Preparation for PE
- PE Documentation

## 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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

### Assessment tasks

- Preparation for PE
- PE Documentation

## 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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- PE Documentation

## 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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- PE Documentation

## 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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- PE Documentation

## 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 outcome

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- PE Documentation

## 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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications

for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- PE Documentation

## 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

- 1. Understand the professional environment of early childhood teaching 2. Develop an understanding of the early childhood curriculum and the ways this can be used to support children's learning, development and wellbeing 3. Interact with young children in a way that supports relationship formation, learning and development 4. Complete and interpret observations of individual and small groups of children and identify implications for learning 5. Demonstrate an understanding of the role of the reflective practitioner

## Assessment tasks

- Preparation for PE
- PE Documentation