



# ECED603

## Early Childhood Professional Practice 1

S2 Day 2019

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Contact via ilearn Dialogue

29WW 261

Credit points

4

Prerequisites

(ECED600 or ECED817) and (ECED601 or ECED818) and (ECED602 or ECED819)

Corequisites

Co-badged status

Unit description

This unit incorporates both specialist theory and practice in early childhood education by combining university-based study with practical teaching experience in an early childhood organisation. The 20 day practical experience component is based on a sound understanding that students will be operating at a level reasonably expected of a postgraduate student teacher undertaking a block of professional experience as a teacher of young children for the first time. Unit content will focus on examining and reflecting on the student's role in teaching and learning with young children from birth to two 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:

Understand a variety of approaches in curriculum decision making

Understand the professional environment of early childhood teaching

Identify the factors that influence curriculum decision making processes

Facilitate appropriate experiences for children within the total learning environment

Critically evaluate teaching practices

Appreciate the value of an anti-bias approach in work with children and their families

Demonstrate an understanding of the role of the reflective practitioner.

# General Assessment Information

## Family and Children's Records

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. 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, parents and staff. Do not record details that enable identification of the site, and of the adults or children.

## 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.
- Faculty assignment cover sheets are NOT required for this unit.

**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

## **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 Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

<https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies>

**Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays).** 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.

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.

### **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. At the Department of Educational Studies, 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 (2017)** and on the **university's library website** at <https://libguides.mq.edu.au/referencing/APA>.

**The following guide can be purchased from the Co-op Bookshop. This is a recommended text. A copy is also available in Reserve in the Library:**

Perrin, R. (2017). *Pocket guide to APA style* (6th ed.). Boston, MA: Cengage Learning.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#"><u>Assessment 1</u></a>	30%	No	16/08/19
<a href="#"><u>Assessment 2</u></a>	40%	No	6/09/19
<a href="#"><u>Assessment 3</u></a>	0%	Yes	See iLearn
<a href="#"><u>Assessment 3A</u></a>	10%	No	8/11/19
<a href="#"><u>Assessment 3B</u></a>	10%	No	8/11/19
<a href="#"><u>Assessment 3C</u></a>	10%	No	8/11/19

### Assessment 1

Due: **16/08/19**

Weighting: **30%**

Understanding Techniques for Teaching

On successful completion you will be able to:

- Critically evaluate teaching practices
- Demonstrate an understanding of the role of the reflective practitioner.

### Assessment 2

Due: **6/09/19**

Weighting: **40%**

Collections with Young Children

On successful completion you will be able to:

- Identify the factors that influence curriculum decision making processes
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

### Assessment 3

Due: **See iLearn**

Weighting: **0%**

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

## Professional Experience (Satisfactory / Unsatisfactory)

On successful completion you will be able to:

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## Assessment 3A

Due: **8/11/19**

Weighting: **10%**

Evaluations of Teaching Techniques

On successful completion you will be able to:

- Critically evaluate teaching practices
- Demonstrate an understanding of the role of the reflective practitioner.

## Assessment 3B

Due: **8/11/19**

Weighting: **10%**

Documenting Children's Learning – Reflections on Collections with Young Children

On successful completion you will be able to:

- Understand a variety of approaches in curriculum decision making
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## Assessment 3C

Due: **8/11/19**

Weighting: **10%**

Documenting Children's Learning – Excerpts from Professional Experience

On successful completion you will be able to:

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## Delivery and Resources

### Relevant Documents

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

- *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

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

### Professional Experience Unit Academic Expectations

- Internal students are expected to read weekly readings before attending 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 with children aged birth-3 years
- 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

- 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 are expected to negotiate with the supervising teacher to complete five (5) observation days prior to the block
- **In order to meet the Professional Experience placement expectations of this unit, students must:**
  - attain a 'Satisfactory' grade for their Professional Experience Practical Work in their Evaluation Report, **AND**
  - attain a 'Satisfactory' grade for their Professional Experience Folder in their Evaluation Report

### **Withdrawing from this PG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to [des.pg@mq.edu.au](mailto:des.pg@mq.edu.au) before doing so as this unit may be a prerequisite for units in the following semesters and may impact on your progression through the degree.

### **Required Textbooks**

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

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

### **Suggested Texts**

This eTextbook can be purchased from Mia Mia Child & Family Study Centre. Please complete the order form located at [http://iec.mq.edu.au/research/mia\\_mia/publications\\_and\\_resources/](http://iec.mq.edu.au/research/mia_mia/publications_and_resources/) and email to [e-press.miamia@mq.edu.au](mailto:e-press.miamia@mq.edu.au) to place your order.

Mia Mia Child & Family Study Centre. (2014). *Play and materials for children birth to two years*. Sydney: Macquarie University.

## **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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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](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)

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the policies listed in 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.

## 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
<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.

## 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 outcomes

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment

- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## **Assessment tasks**

- Assessment 2
- Assessment 3
- Assessment 3B

## **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**

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

## **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**

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## **Assessment task**

- Assessment 3

## **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**

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## **Assessment tasks**

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

## 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

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

### Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

## 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

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 3B
- Assessment 3C

## 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

- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 3A
- Assessment 3B
- Assessment 3C

## 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 outcomes

- Understand the professional environment of early childhood teaching

- Identify the factors that influence curriculum decision making processes
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## **Assessment tasks**

- Assessment 2
- Assessment 3

## **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 outcomes**

- Understand a variety of approaches in curriculum decision making
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner.

## **Assessment task**

- Assessment 3