



ECHE6030

Early Childhood Professional Practice 1

Session 2, Special circumstance 2020

Macquarie School of Education

Contents

General Information	2
Learning Outcomes	2
General Assessment Information	3
Assessment Tasks	7
Delivery and Resources	9
Unit Schedule	11
Policies and Procedures	12

Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Convener

Belinda Davis

belinda.davis@mq.edu.au

Contact via Contact via iLearn dialogue

29 Wallys Walk Room 261

Arrange via iLearn dialogue

Tutor

Catherine Jones

catherine.jones@mq.edu.au

Contact via Contact via iLearn dialogue

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Credit points

10

Prerequisites

(ECED600 or ECHE6000 or ECED817) and (ECED601 or ECHE6010 or ECED818) and (ECED602 or ECHE6020 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:

ULO1: Successfully observe, plan and document children's learning

ULO2: Develop and practice a range of teaching techniques in the professional experience placement

ULO3: Facilitate appropriate experiences for children within the total learning environment

ULO4: Understand the professional environment of early childhood teaching

ULO5: Demonstrate an understanding of the role of the reflective practitioner

General Assessment Information

Assessment 1

Due: **16/08/20** 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: **6/09/20** 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: 08/11/20 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: 08/11/20 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: 08/11/20 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.

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 ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.
- Late submissions: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment

will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit conveners or their delegates after tasks are assessed.

- 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 re-assessment 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 cannot be re-marked 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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

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
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.

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

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice via 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 Convener, 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
Teaching Techniques	30%	No	Week 3
Collections with young children	40%	No	Week 7
Documenting children's learning	30%	No	Week 13

Name	Weighting	Hurdle	Due
<u>Professional Experience</u>	0%	Yes	Week 13

Teaching Techniques

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **Week 3**

Weighting: **30%**

Explain appropriate teaching techniques (1000 words)

On successful completion you will be able to:

- Develop and practice a range of teaching techniques in the professional experience placement
- Understand the professional environment of early childhood teaching

Collections with young children

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 30 hours

Due: **Week 7**

Weighting: **40%**

Develop and evaluate an appropriate teaching resource (1000 words)

On successful completion you will be able to:

- Successfully observe, plan and document children's learning
- Facilitate appropriate experiences for children within the total learning environment

Documenting children's learning

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 20 hours

Due: **Week 13**

Weighting: **30%**

Professional Experience Bookwork (2000 words)

On successful completion you will be able to:

- Successfully observe, plan and document children's learning
- Develop and practice a range of teaching techniques in the professional experience placement

- Facilitate appropriate experiences for children within the total learning environment
- Understand the professional environment of early childhood teaching
- Demonstrate an understanding of the role of the reflective practitioner

Professional Experience

Assessment Type ¹: Field work task

Indicative Time on Task ²: 80 hours

Due: **Week 13**

Weighting: **0%**

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

This is a hurdle and implementation of at risk procedure will take place of a second attempt (Professional Experience Evaluation Form)

On successful completion you will be able to:

- Successfully observe, plan and document children's learning
- Develop and practice a range of teaching techniques in the professional experience placement
- Facilitate appropriate experiences for children within the total learning environment
- Understand the professional environment of early childhood teaching
- Demonstrate an understanding of the role of the reflective practitioner

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Four Friday workshop classes are held for this unit (please see the detailed schedule in iLearn).

Workshop 1: 31 July

Workshop 2: 28 August

Workshop 3: 2 October

Workshop 4: 6 November

In the workshops students will discuss issues and questions arising from their readings and

professional experience. Attendance at the workshops is expected or work commensurate with missing the workshop will be required to be completed. There will be information in iLearn: <http://ilearn.mq.edu.au>

Required Textbook

This text can be purchased from Booktopia

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

This eTextbook can be purchased from Mia Mia Child & Family Study Centre. Please complete the order form located on ilearn

Mia Mia Child & Family Study Centre. (2017). *Play and materials for children birth to two years* (2nd ed.). Sydney: Macquarie University.

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

Assumed texts

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

Mia Mia Child & Family Study Centre. (2017). *The language of three things: Lids, gumnuts and cups* (2nd ed.). Sydney: Macquarie University.

Mia Mia Child & Family Study Centre. (2017). *A glimpse into an early childhood learning environment: Mia Mia* (2nd ed.). Sydney: Macquarie University.

These texts can be downloaded from the links:

Australian Government Department of Education Employment and Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia*. Australia: Commonwealth of Australia. Retrieved from: http://files.acecqa.gov.au/files/National-QualityFramework-ResourcesKit/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Australian Government Department of Education Employment and Workplace Relations. (2010). *Educators being, belonging & becoming: Educators' guide to the early years learning framework of Australia*. Australia: Commonwealth of Australia. Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-ResourcesKit/educators_guide_to_the_early_years_learning_framework_for_australia.pdf

Early Childhood Australia. (2016). *Early childhood Australia code of ethics*. Retrieved from http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COEBrochure_2016.pdf

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

Unit Schedule

Week Beginning	Topic
27 Jul	Welcome & Introduction
On-Campus Workshop: Fri, 31 July 29WW 123 Academy	
03 Aug	Setting the Scene
10 Aug	Infant & Toddler Curriculum
Assessment 1 Due: Sun, 16 Aug	
17 Aug	Introduction to Relationship-based Curriculum
24 Aug	Establishing Relationships
On-Campus Workshop: Fri, 28 Aug 29WW 123 Academy	
31 Aug	Play & Materials for Infants & Toddlers
Assessment 2 Due: Sun, 06 Sep	
07 Sep	Introduction to Observing & Documenting Young Children
14 Sep	Study Period

21 Sep	Study Period
28 Sep	Environments for Infants & Toddlers
On-Campus Workshop: Fri, 02 Oct 29WW 123 Academy	
05 Oct	Working with Families
12 Oct	Professional Experience Week 1
19 Oct	Professional Experience Week 2
26 Oct	Professional Experience Week 3
04 Nov	Reflection
On-Campus Workshop: Fri, 08 Nov 29WW 123 Academy	
Assessment 3A, B & C Due: Sun, 10 Nov	
Professional Experience Evaluation Report Due: Sun, 10 Nov	

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.*)

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

Department Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance at Workshops

Activities completed during the workshops 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 workshops is expected and the roll will be taken.

Unit Expectations regarding Assessments

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.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Professional Experience Unit Placement Expectations

- 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 [School'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.

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>

Early Childhood Professional Experience Units

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

- Must have attended and participated in the unit component requirements prior to the commencement of the block (workshops)

- Must meet the participation requirements for the unit

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 Rules stipulate that if a student fails a required unit twice in a professional program, they may be permanently excluded from further enrolment in that program.

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.