ECHE6030
Early Childhood Professional Practice 1
Session 2, In person-scheduled-intensive, North Ryde 2023

Macquarie School of Education

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## General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Unit Co-Convenor</td>
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<tr>
<td>Anna Margaret Grogan</td>
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<tr>
<td><a href="mailto:annamargaret.grogan@mq.edu.au">annamargaret.grogan@mq.edu.au</a></td>
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<tr>
<td>Contact via via iLearn dialogue</td>
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<tr>
<th>Unit Co-Convenor</th>
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<tr>
<td>Rebecca Andrews</td>
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<tr>
<td><a href="mailto:rebecca.andrews@mq.edu.au">rebecca.andrews@mq.edu.au</a></td>
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<tr>
<td>Contact via via iLearn Dialogue</td>
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<td>29 Wally's walk Room 385</td>
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<th>Fay Hadley</th>
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<table>
<thead>
<tr>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>(ECED600 or ECHE6000 or ECED817) and (ECED602 or ECHE6020 or ECED819)</td>
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<th>Unit description</th>
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<td>This unit incorporates both specialist theory and practice in early childhood education by combining university-based study with a 15 day professional experience in an early childhood setting. Central to the unit is the exploration of a variety of theories on how children learn. Students learn to record thoughtful, reflective observations, to use intentional teaching strategies to plan an appropriate curriculum and to follow the planning cycle. A range of teaching strategies for guiding children's learning and behaviour are considered. Students also engage in critical reflection as part of their commitment to teaching. Students will utilise their coursework knowledge to complete a compulsory professional experience in a prior to school early childhood setting with children aged two to five years.</td>
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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: Demonstrate the link between theory, the Early Years Learning Framework and planning for children aged 2-5 years

ULO2: Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children’s behaviour

ULO3: Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children

ULO4: Interact and build relationships with young children

ULO5: Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting

ULO6: Demonstrate an understanding of the role of the reflective practitioner

General Assessment Information

• Students should be aware of and apply the University policy on academic honesty (see: https://policies.mq.edu.au/document/view.php?id=3)

• Unless a Special Consideration (see: https://students.mq.edu.au/study/assessment-exams/special-consideration) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).

• Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.

• Please format assessments using 12-point font and 1.5 spacing.

• All assessments are submitted electronically. Turnitin plagiarism detection software is
used to check all written assessments.

- Students can use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.

- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.

- Marking of all assessments is moderated by the Unit Convenor.

- Applications for extensions must be made via AskMQ (https://ask.mq.edu.au/).

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

**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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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<tr>
<th>Grade</th>
<th>Descriptor</th>
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<tr>
<td><strong>HD</strong></td>
<td>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.</td>
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Assessment Tasks

<table>
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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tr>
<td>Newsletter</td>
<td>40%</td>
<td>No</td>
<td>28/08/2023 23.55</td>
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<tr>
<td>Professional Experience documentation</td>
<td>60%</td>
<td>No</td>
<td>06/11/2023 23.55</td>
</tr>
<tr>
<td>Professional Experience Evaluation Report</td>
<td>0%</td>
<td>Yes</td>
<td>06/11/2023 23.55</td>
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**Newsletter**

Assessment Type: Practice-based task
Indicative Time on Task: 9 hours
Due: 28/08/2023 23.55
Weighting: 40%
This assessment will enable students to articulate appropriate teaching strategies to use with children 2-5 years and determine appropriate strategies to guide the behaviour of young children. Word count: 1000 words.

On successful completion you will be able to:

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

**Professional Experience documentation**

Assessment Type 1: Portfolio
Indicative Time on Task 2: 10 hours
Due: 06/11/2023 23.55
Weighting: 60%

Professional Experience Documentation: Students submit material from their Professional Experience folder (what they did whilst on PE Placement). These are reflective tasks that are completed on PE. Word Count 4000 words

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework and planning for children aged 2-5 years
- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children's behaviour
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Interact and build relationships with young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate an understanding of the role of the reflective practitioner

**Professional Experience Evaluation Report**

Assessment Type 1: Field work task
Indicative Time on Task 2: 1 hours
Due: 06/11/2023 23.55
Weighting: 0%
This is a hurdle assessment task (see assessment policy for more information on hurdle
This is a hurdle task and implementation of the In need of Additional Support and Fitness to Practice procedure will take the place of a 2nd attempt.

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework and planning for children aged 2-5 years
- Systematically document and critically analyse the pedagogies and practices of teaching and learning, including ways to guide children’s behaviour
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children
- Interact and build relationships with young children
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting
- Demonstrate an understanding of the role of the reflective practitioner

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**

**Required Texts**


Recommended Texts


Information about the unit iLearn site

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

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

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

Weekly lectures are available through the ECHO360.

Access and technical assistance

Information for students about access to the online component of this unit is available at https://iLearn.mq.edu.au/login/index.php. You will need to enter your student username and password. Please do NOT contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk Ph: 9850 4357 or 1800 67 4357. Log a request: help.mq.edu.au. On Campus: Ground floor at 18 Wally’s Walk

Structure

The unit structure can be found in the university timetable https://timetables.mq.edu.au/2023/

The weekly program for the course with the accompanying readings/ preparation/ tasks are available on the unit iLearn site. In workshops (ECHE6030) or via weekly online postings (ECHX6030) students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material.

Unit Schedule

Please see iLearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

**Academic Integrity**

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

**Student Support**

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

**The Writing Centre**

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
Student Services and Support
Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues
- Student Advocacy provides independent advice on MQ policies, procedures, and processes

Student Enquiries
Got a question? Ask us via AskMQ, or contact Service Connect.

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.

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

Attendance for postgraduate units
See the university timetable for information about when classes begin in this unit. https://timetables.mq.edu.au/2023/

Activities completed during weekly tutorials (internal/DAY or ONLINE DAY mode) or on campus days (external/INFQ mode) 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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.
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.

**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

**Fail Rule**

General Coursework Rule 17 stipulates that where a student is enrolled in a practical, clinical or Professional course with fitness to practice requirements:

- if a student fails one practical, clinical or professional activity they may be permanently excluded from that course; or
- if a student fails an essential unit twice or fails the equivalent of 20 credit points they may be permanently excluded from further enrolment in that course.

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 BTeach/MTeach) are advised to seek academic advice.

**Passing a Professional Experience Unit**

To pass a Professional Experience unit, students must achieve a satisfactory result for their professional experience placement AND achieve a satisfactory result overall for their academic assessment tasks in the unit.

**Professional Experience Unit Placement Expectations**

- Students must be able to present evidence of completion of several tasks prior to session census date (or as otherwise advised) in order to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here as well: [https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating](https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating).
- Students must have submitted all written assessment tasks and/or associated unit
component requirements prior to the commencement of the block.

- 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 of Education’s ‘Additional Support’ procedure will be activated and they will not be able to withdraw themselves from this Unit.

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

- 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

Changes from Previous Offering

From S2 2023, the unit content and the Professional Experience component in ECHE6030/ ECHX6030 focuses on children aged 2-5 years.
The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

• **Resilience** practiced inside and outside of the classroom.

In order to be more resilient to the stresses of the teaching environment, teachers need to be aware of, and maintain, their holistic health and sense of coherence. They need the confidence and clarity of mind to manage uncertain and complex issues and unexpected events whenever they arise in their career.

Teaching is demanding for everyone; however, it has been observed that the teachers who thrive on challenges are those who are able to draw on their personal resources and the social and structural supports around them.

• **Reflexive** in their teaching practice.

Teaching is about understanding multiple and changing ecologies of learning. This encompasses individual students’ needs, the affordances of classroom spaces, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, and the effects of government policy.

Teachers must recognise and mediate all these elements, along with their own motivations and priorities. A reflexive approach to teaching assists in making effective and impactful decisions that ensure quality student outcomes on a daily basis.

• **Responsive** to students, colleagues, parents and professional communities.

Teaching is a relational profession. The best teachers make deep connections with their students, parents and communities. Most of us remember a great teacher, not because of what they taught, but because they were *inspiring*. They engaged us through the personal connections they made with us, and their recognisable care for our wellbeing and success.

• **Ready** to learn.

When teachers graduate from university, they are far from the end of their learning journey, but rather just at the beginning.

The ongoing pursuit of learning is a mark of a quality teacher. There are always new methods and ideas to try. But in practice, learning needs are not a one-size-fits-all affair. Teachers need to
identify their individual learning needs within the context of their career. Then, they can pursue that learning to the benefit of both themselves and their students.

- Research engaged throughout their career.

Effective teaching practice is based on evidence. This evidence can come from their own research in the classroom and the latest academic research in learning, teaching, motivation, cognition, curriculum, technologies and spaces, to name a few. A critical understanding of data is essential, allowing it to be analysed and woven back into practice.

Data can be big or small – both types are equally important. Big data includes large-scale standardised testing, which is great for identifying unfolding trends in the teaching sector. Small data includes things like classroom assessment, which gives us details about how and why students are succeeding or failing in specific areas.

The 5Rs framework can help teachers stay focused on what’s important. It can give teachers the confidence to keep at their career, strive for personal improvement and maximise their positive impact on students.