



# ECHE6030

## Early Childhood Professional Practice 1

Session 2, In person-scheduled-intensive, North Ryde 2024

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Anna Margaret Grogan

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Credit points

10

Prerequisites

(ECED600 or ECHE6000 or ECED817) 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 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.

## 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: [Academic Integrity Policy / Document / Policy Central \(mq.edu.au\)](#))
- Unless a Special Consideration (see: [Special Consideration | Macquarie University, Sydney \(mq.edu.au\)](#)) 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 - Enquiries and Support | MQ Sydney](#)
- 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.

- In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

## 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 (PEX) 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.

### *Descriptive Criteria for awarding grades in the unit*

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 unit

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

## Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [AskMQ - ask.mq.edu.au - Macquarie University](https://ask.mq.edu.au)

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Newsletter</a>	40%	No	23:55 19/08/2024
<a href="#">Professional Experience documentation</a>	60%	No	23:55 04/11/2024
<a href="#">Professional Experience Evaluation Report</a>	0%	Yes	23:55 01/11/2024

### Newsletter

Assessment Type <sup>1</sup>: Practice-based task

Indicative Time on Task <sup>2</sup>: 9 hours

Due: **23:55 19/08/2024**

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 <sup>1</sup>: Portfolio

Indicative Time on Task <sup>2</sup>: 10 hours

Due: **23:55 04/11/2024**

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 <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 1 hours

Due: **23:55 01/11/2024**

Weighting: **0%**

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

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
- 

<sup>1</sup> 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.

<sup>2</sup> 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

### 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, including a reading template and guide to lecture note taking to assist your studies.

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

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

### 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](https://help.mq.edu.au).

On Campus: Ground floor at 18 Wally's Walk

## Structure

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | MQ Sydney](#)

In the tutorial 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. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages and on the unit iLearn site.

## Unit Schedule

Week	Topic	Workshops
1 July 22	National Quality Standard, Early Years Learning Framework and Australian Professional Standards for Teachers	Workshop 1 Friday, July 26
2 July 29	Philosophy of Teaching in Early Childhood	
3 Aug 5	Teaching Techniques	
4 Aug 12	Building Relationships with Children and Guiding their Behaviour	Workshop 2 Friday, Aug 16
5 Aug 19	Assessment for and of Learning	
6 Aug 26	Making Learning Visible – Planning	
7 Sept 2	Building Relationships with Staff and Families	
8 Sep 9	Environment as the Third Teacher	Workshop 3 Friday, Sept 13
Sep 16 - Sept 23	Two Week Mid Semester Break	
9 Sept 30	Information about Professional Experience	Workshop 4 Friday, Oct 4



Week	Topic	Workshops
10 Oct 7	No Lecture	
11 Oct 14	Professional Experience	
12 Oct 21	Professional Experience	
13 Oct 28	Professional Experience	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](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)

## 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](#)
- [Complete the 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

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/](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

See the university timetable for information about when classes begin in this unit: [Enrolling | MQ Sydney](#)

Activities completed during workshops are essential for building the core knowledge and 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

### 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 (where applicable) 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: [Mandatory pre-requisites for pre-service teachers \(nsw.gov.au\)](#)

- 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 as being in need of additional support for Professional Practice and/or Bookwork, the School of Education's 'Additional Support' procedure will be activated.
- 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 [Academic Progression Policy / Document / Policy Central \(mq.edu.au\)](#)

## **5Rs Framework**

### **5Rs Framework**

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.

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Unit information based on version 2024.01R of the [Handbook](#)