# ECHP122

**Early Childhood Reflective Practice 1**

S2 Day 2013

*Institute of Early Childhood*

## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>2</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>3</td>
</tr>
<tr>
<td>Delivery and Resources</td>
<td>5</td>
</tr>
<tr>
<td>Unit Schedule</td>
<td>7</td>
</tr>
<tr>
<td>Policies and Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Capabilities</td>
<td>10</td>
</tr>
<tr>
<td>About This Unit</td>
<td>15</td>
</tr>
</tbody>
</table>

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# General Information

Unit convenor and teaching staff  
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X5B Room 364  

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Tutor  
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Contact via karin.berky@mq.edu.au  

<table>
<thead>
<tr>
<th>Credit points</th>
<th>3</th>
</tr>
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**Prerequisites**  
ECH113  

**Corequisites**  

**Co-badged status**
Unit description
This unit combines university-based early childhood study with practical teaching experience. The coursework prompts students to reflect on the nature of an early childhood curriculum, the early childhood teacher's role in teaching and learning, and contemporary issues related to the practice of teaching young children. In this unit students also acquire foundational skills for curriculum decision making including the observation-based assessment of children's interests, development, and learning and strategies to facilitate children's engagement, learning and development. Students employ these skills as they complete 20 compulsory days of professional experience in a prior-to-school early childhood setting.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
1. Identify with the role of the professional early childhood teacher in prior to school settings.
2. Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
3. Interact with young children in a way that supports relationship formation, learning and development.
4. Complete and interpret observations of individual and small groups of children and identify implications for teaching.
5. Plan, implement and evaluate appropriate learning experiences for young children.
6. Critically reflect on teaching issues, practices and experiences.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1 Part A</td>
<td>5%</td>
<td>Int: 19.8.13 Ext: 17.8.13</td>
</tr>
<tr>
<td>Assignment 1 Part B</td>
<td>20%</td>
<td>Int: 19.8.13 Ext: 17.8.13</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>25%</td>
<td>01.10.13</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>50%</td>
<td>11.11.13</td>
</tr>
</tbody>
</table>

Assignment 1 Part A
Due: Int: 19.8.13 Ext: 17.8.13
Weighting: 5%

https://unitguides.mq.edu.au/unit_offerings/31547/unit_guide/print
Part A: Professional Experience Folder 5%

This Assessment Task relates to the following Learning Outcomes:
- Identify with the role of the professional early childhood teacher in prior to school settings.

Assignment 1 Part B
Due: Int: 19.8.13 Ext: 17.8.13
Weighting: 20%

Part B: Finger Plays, Songs and Rhymes Resource

This Assessment Task relates to the following Learning Outcomes:
- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.
- Critically reflect on teaching issues, practices and experiences.

Assignment 2
Due: 01.10.13
Weighting: 25%

Online Quiz

This Assessment Task relates to the following Learning Outcomes:
- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

Assignment 3
Due: 11.11.13
Weighting: 50%

Professional Experience Documentation

This Assessment Task relates to the following Learning Outcomes:
• Identify with the role of the professional early childhood teacher in prior to school settings.
• Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.
• Interact with young children in a way that supports relationship formation, learning and development.
• Complete and interpret observations of individual and small groups of children and identify implications for teaching.
• Plan, implement and evaluate appropriate learning experiences for young children.
• Critically reflect on teaching issues, practices and experiences.

Delivery and Resources

This unit incorporates both theory and practice by combining university based study with practical experience.

Academic Component

During the semester, you will examine issues related to teaching and learning in early childhood settings. Your work will focus on the development of appropriate early childhood teaching and on essential skills for curriculum decision making. You will develop the skills required to observe young children and you will use these observations and your knowledge of play and inquiry to plan appropriate learning experiences for children. You will explore issues including those associated with children and adults in early childhood settings.

Professional Experience

Students complete the five orientation days progressively from week seven of the semester and then complete five orientation days and 10 teaching days as a 15 day block in weeks 10, 11 and 12 (Monday 14th October to Friday 1st November).

Professional Education and Reflection is based on developing an understanding of teaching and learning by reading, discussion, writing and reflection, and Professional Experience involves putting these theories into practice by teaching and learning in an early childhood setting. As a result, ECHP122 combines these two parts into a whole by enabling you to construct your practical knowledge of teaching and learning.

ECHP122 has two assessment components:

1. Submission and overall successful achievement in the three written assignments as specified in this unit
It is compulsory to submit all assessments in this unit.

2. Satisfactory attendance, participation, interaction, adoption, and maintenance of appropriate professional responsibilities during the 20 day Professional Experience. The assessment procedures and criteria for your Professional Experience are listed in the Professional Experience Expectations. You need to read this unit outline in conjunction with the ECHP122 Professional Experience Expectations so as to fully understand the requirements in this unit.

IT IS NECESSARY TO SATISFACTORILY MEET THE CRITERIA FOR BOTH OF THESE REQUIREMENTS.

REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS

Two Required Texts (note these two texts are required texts in ECHP122 and ECHP222 and beyond).


Required Materials


Students are encouraged to subscribe to the EYLF–PLP e-newsletter eylfplp@earlychildhood.org.au.

The Unit Webpage

The web page for this unit can be found at: http://ilearn.mq.edu.au.

This site is an important unit resource. You are required to check this website at least twice weekly for any announcements or discussion postings.

CLASSES

Internal Students

3 hours face-to-face per week: 1 x one hour lecture and 1 x two hour tutorial

Plus approximately 6 hours per week of independent study over the course of the 15 week semester.

Plus 20 full days of practicum in an early childhood setting.

The timetable for internal classes can be found on the University website at https://timetables.mq.edu.au/2013/

External Students

There are two COMPULSORY on campus sessions for students enrolled in external mode.

Saturday 17th August 2012 9.00am – 4.00pm approx.

Saturday 21st September 2012 9.00am – 4.00pm approx.
Unit Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>LECTURE TOPIC LECTURER</th>
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<tbody>
<tr>
<td>Recorded Lecture available from Week One.</td>
<td>Professional Experience Expectations including Working Professionally Belinda Davis</td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction to ECHP122 and Theories of Practice Rebecca Andrews</td>
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<tr>
<td>29 July 2013</td>
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<tr>
<td>Week 2</td>
<td>Understanding Children Rebecca Andrews</td>
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<tr>
<td>5 August 2013</td>
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<tr>
<td>Week 3</td>
<td>Facilitating Learning Rebecca Andrews</td>
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<td>12 August 2013</td>
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Attendance Requirements

To be eligible for a passing grade students must meet the following attendance requirements:

- Internal students must attend 80% of all tutorials
- External Students: attendance at the two on campus session days is compulsory or you may be excluded from this unit. If you do not attend a session and special consideration applies you will be required to complete written work commensurate with the work undertaken at the on campus session.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>On Campus Session</td>
<td>EXTERNAL STUDENTS</td>
<td>Rebecca Andrews</td>
</tr>
<tr>
<td>17 August 2013</td>
<td></td>
<td>Rebecca Andrews and Anne-Maree Tonkin</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Early Years Learning Framework</td>
<td>Sandra Cheeseman</td>
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<tr>
<td>19 August 2013</td>
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<tr>
<td>Week 5</td>
<td>Singing and Musicality in Birth – Five Settings</td>
<td>Amanda Niland</td>
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<tr>
<td>26 August 2013</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>Mathematics and Science in Early Childhood Settings</td>
<td>Camilla Gordon</td>
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<tr>
<td>2 September 2013</td>
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<tr>
<td>Week 7</td>
<td>Literacy in Early Childhood Settings</td>
<td>Clare Britt</td>
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<tr>
<td>9 September 2013</td>
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<tr>
<td>Semester Break</td>
<td></td>
<td>No Classes for Internal Students</td>
<td></td>
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<tr>
<td>16 September 2013</td>
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<tr>
<td>27 September 2013</td>
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<tr>
<td>21 September 2013</td>
<td>On Campus Session</td>
<td>EXTERNAL STUDENTS</td>
<td>Anne-Maree Tonkin</td>
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<tr>
<td>21 September 2013</td>
<td></td>
<td>Anne-Maree Tonkin and Karin Berky</td>
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<tr>
<td>Week 8</td>
<td>Building Relationships</td>
<td></td>
<td>Rebecca Andrews</td>
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<tr>
<td>30 September</td>
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<tr>
<td>Week 9</td>
<td>Critical and Reflective Practice</td>
<td>Recorded lecture – no live lecture due to public holiday</td>
<td>Belinda Davis</td>
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<tr>
<td>7 October 2013</td>
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<tr>
<td>Public Holiday</td>
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<tr>
<td>Week 10</td>
<td>PROFESSIONAL EXPERIENCE</td>
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<tr>
<td>14 October 2013</td>
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<tr>
<td>Week 11</td>
<td>PROFESSIONAL EXPERIENCE</td>
<td></td>
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<tr>
<td>21 October 2013</td>
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Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity 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.
IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help. When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

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

• Identify with the role of the professional early childhood teacher in prior to school settings.
• Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.
• Interact with young children in a way that supports relationship formation, learning and development.
• Complete and interpret observations of individual and small groups of children and identify implications for teaching.
• Plan, implement and evaluate appropriate learning experiences for young children.
• Critically reflect on teaching issues, practices and experiences.

Assessment task

• Assignment 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**

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

**Assessment tasks**

- Assignment 1 Part A
- Assignment 1 Part B
- Assignment 2
- Assignment 3

**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**

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
* Critically reflect on teaching issues, practices and experiences.

**Assessment tasks**
- Assignment 2
- Assignment 3

**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**
- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.
- Interact with young children in a way that supports relationship formation, learning and development.
- Complete and interpret observations of individual and small groups of children and identify implications for teaching.
- Plan, implement and evaluate appropriate learning experiences for young children.
- Critically reflect on teaching issues, practices and experiences.

**Assessment tasks**
- Assignment 2
- Assignment 3

**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**
- Identify with the role of the professional early childhood teacher in prior to school settings.
• Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.

• Interact with young children in a way that supports relationship formation, learning and development.

• Complete and interpret observations of individual and small groups of children and identify implications for teaching.

• Plan, implement and evaluate appropriate learning experiences for young children.

Assessment tasks

• Assignment 1 Part B
• Assignment 2
• Assignment 3

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

• Identify with the role of the professional early childhood teacher in prior to school settings.
• Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.
• Interact with young children in a way that supports relationship formation, learning and development.
• Complete and interpret observations of individual and small groups of children and identify implications for teaching.
• Plan, implement and evaluate appropriate learning experiences for young children.
• Critically reflect on teaching issues, practices and experiences.

Assessment task

• Assignment 3

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**

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.

**Assessment task**

- Assignment 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**

- Identify with the role of the professional early childhood teacher in prior to school settings.
- Develop an understanding of the early childhood curriculum and teaching strategies which support children’s learning, development and wellbeing.

**Assessment task**

- Assignment 3

**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**

- Identify with the role of the professional early childhood teacher in prior to school settings.
settings.

• Develop an understanding of the early childhood curriculum and teaching strategies which support children's learning, development and wellbeing.

• Interact with young children in a way that supports relationship formation, learning and development.

• Plan, implement and evaluate appropriate learning experiences for young children.

• Critically reflect on teaching issues, practices and experiences.

**Assessment task**

• Assignment 3

**About This Unit**

This unit is the first core practicum unit in the B.Ed (Early Childhood Education). If you are not intending to complete this degree, it is strongly advise that you contact the unit coordinator to determine whether this unit is appropriate for your study plan.

This unit has ECH113: Play and Inquiry in Early Childhood, as a pre-requisite. It is therefore assumed that students will incorporate their understanding of the nature, and developmental significance of play and other significant early childhood experiences into both theoretical and practical aspects of this unit.