ECHP323
Reflective Practice 3
S1 Day 2013
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
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Contact via katey.degioia@mq.edu.au
X5B365

Credit points
3

Prerequisites
ECH231 and ECH232 and ECHP222

Corequisites

Co-badged status

Unit description
This unit provides students with their first professional experience placement in the school setting. It enables students to gain an understanding of the school curriculum and their role as a teacher in observing and planning in this setting from an early childhood perspective. The unit identifies the importance of transitions between primary schools, early childhood settings and secondary schools. Students explore appropriate ways to guide children's behaviour in the school setting and to explore their philosophy of learning and teaching.

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
On successful completion of this unit, you will be able to:

- identify the role of the NSW Board of Studies and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- show knowledge of the range of policies pertaining to specific employer groups in school settings.
- identify the importance of links and transition processes between schools and prior to school services.
- observe, and assess children in context.
Plan for children in the school setting using outcomes and indicators from the KLAs.
Identify effective strategies for guiding children’s behaviour and demonstrating this in the school setting.
Demonstrate their role as a reflective practitioner.
Articulate their current philosophy of professional practice and implications for teaching.
Demonstrate a professional standard of English expression.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>15%</td>
<td>11 March</td>
</tr>
<tr>
<td>Task 2</td>
<td>40%</td>
<td>8 April 2013</td>
</tr>
<tr>
<td>Task 3 a</td>
<td>45%</td>
<td>3 June 2013</td>
</tr>
<tr>
<td>Task 3 b</td>
<td>0%</td>
<td>7 June 2013</td>
</tr>
</tbody>
</table>

#### Task 1

**Due:** 11 March  
**Weighting:** 15%

Addresses relationships between early childhood settings and schools

On successful completion you will be able to:
- Identify the role of the NSW Board of Studies and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- Identify the importance of links and transition processes between schools and prior to school services.
- Demonstrate a professional standard of English expression.

#### Task 2

**Due:** 8 April 2013  
**Weighting:** 40%

Identifying behaviours which student teachers find difficult to manage and responding to these.

On successful completion you will be able to:
- Identify effective strategies for guiding children’s behaviour and demonstrating this in the school setting.

https://unitguides.mq.edu.au/unit_offerings/33855/unit_guide/print
• demonstrate a professional standard of English expression.

Task 3 a
Due: 3 June 2013
Weighting: 45%

Presenting components of Professional Experience folder and reflections of this work.

On successful completion you will be able to:
• show knowledge of the range of policies pertaining to specific employer groups in school settings.
• observe, and assess children in context.
• plan for children in the school setting using outcomes and indicators from the KLAs.
• demonstrate their role as a reflective practitioner.
• demonstrate a professional standard of English expression.

Task 3 b
Due: 7 June 2013
Weighting: 0%

This document records the students' progress on Professional Experience. It is marked satisfactory or unsatisfactory.

On successful completion you will be able to:
• identify the role of the NSW Board of Studies and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
• show knowledge of the range of policies pertaining to specific employer groups in school settings.
• identify the importance of links and transition processes between schools and prior to school services.
• observe, and assess children in context.
• plan for children in the school setting using outcomes and indicators from the KLAs.
• identify effective strategies for guiding children's behaviour and demonstrating this in the school setting.
• demonstrate their role as a reflective practitioner.
• articulate their current philosophy of professional practice and implications for teaching.
• demonstrate a professional standard of English expression.
Delivery and Resources

General Information:

Students are expected to complete 5 orientation days and 15 days block placement in a school setting.

Students are expected to complete 2 online training modules (Child Protection and Anaphylaxis) prior to Week 2 of class.

Technologies use and requirements:

Students will be expected to use the IWB during tutorials and in the classroom setting.

Changes to previous offerings:

Due to student feedback, assessments have been reworded and unit content for some sections will be provided in more explicit detail.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Setting the context</td>
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<tr>
<td>Feb 25</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Linking early childhood services and schools</td>
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<tr>
<td>March 4</td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Guiding children’s behaviour</td>
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<tr>
<td>March 11</td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Planning in the school setting</td>
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<tr>
<td>March 18</td>
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</tbody>
</table>
Unit guide ECHP323 Reflective Practice 3

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>5</td>
<td>Planning in the school setting</td>
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<tr>
<td>March 25</td>
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<tr>
<td>6</td>
<td>Guiding behaviour: Planning and strategies</td>
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<tr>
<td>April 3</td>
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<tr>
<td>7</td>
<td>Assessing student learning</td>
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<tr>
<td>April 8</td>
<td></td>
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<tr>
<td>8</td>
<td>Exploring philosophy</td>
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<td>April 29</td>
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<tr>
<td>9</td>
<td>Philosophy: Working with others</td>
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<tr>
<td>May 6</td>
<td></td>
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<tr>
<td>10</td>
<td></td>
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<tr>
<td>11</td>
<td>Professional Experience Placement</td>
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<tr>
<td>12</td>
<td></td>
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<tr>
<td>13</td>
<td>Philosophy: Moving forward</td>
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<tr>
<td>June 3</td>
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</tbody>
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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:

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/

UniWISE provides:
- Online learning resources and academic skills workshops 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/.

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
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 the role of the NSW Board of Studies and the Australian Curriculum, Assessment
and Reporting Authority (ACARA) in relation to curriculum.

• show knowledge of the range of policies pertaining to specific employer groups in school settings.
• identify the importance of links and transition processes between schools and prior to school services.
• observe, and assess children in context.
• plan for children in the school setting using outcomes and indicators from the KLAs.
• identify effective strategies for guiding children’s behaviour and demonstrating this in the school setting.
• demonstrate their role as a reflective practitioner.
• articulate their current philosophy of professional practice and implications for teaching.
• demonstrate a professional standard of English expression.

Assessment tasks

• Task 1
• Task 2
• Task 3 a
• Task 3 b

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

• show knowledge of the range of policies pertaining to specific employer groups in school settings.
• identify the importance of links and transition processes between schools and prior to school services.
• plan for children in the school setting using outcomes and indicators from the KLAs.
• demonstrate their role as a reflective practitioner.
• articulate their current philosophy of professional practice and implications for teaching.

Assessment tasks

• Task 1
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:

**Assessment tasks**

- Task 2
- Task 3 b

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 the importance of links and transition processes between schools and prior to school services.
- demonstrate their role as a reflective practitioner.

**Assessment tasks**

- Task 1
- Task 3 a
- Task 3 b

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 the importance of links and transition processes between schools and prior to school services.
• identify effective strategies for guiding children’s behaviour and demonstrating this in the school setting.

Assessment tasks

• Task 1
• Task 2
• Task 3 a
• Task 3 b

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 the importance of links and transition processes between schools and prior to school services.
• identify effective strategies for guiding children’s behaviour and demonstrating this in the school setting.

Assessment tasks

• Task 2
• Task 3 b

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 outcome

• identify the importance of links and transition processes between schools and prior to school services.

Assessment task

• Task 3 b

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 the role of the NSW Board of Studies and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
• identify the importance of links and transition processes between schools and prior to school services.
• observe, and assess children in context.
• plan for children in the school setting using outcomes and indicators from the KLAs.
• identify effective strategies for guiding children’s behaviour and demonstrating this in the school setting.
• demonstrate their role as a reflective practitioner.
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Assessment tasks

• Task 1
• Task 3 a
• Task 3 b

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 the role of the NSW Board of Studies and the Australian Curriculum, Assessment and Reporting Authority (ACARA) in relation to curriculum.
- show knowledge of the range of policies pertaining to specific employer groups in school settings.
- demonstrate their role as a reflective practitioner.
- articulate their current philosophy of professional practice and implications for teaching.
- demonstrate a professional standard of English expression.

**Assessment tasks**

- Task 3 a
- Task 3 b