ECED603
Early Childhood Professional Practice 1
S2 Day 2013
Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Doranna Wong
Doranna.Wong@mq.edu.au
Contact via Doranna.Wong@mq.edu.au

Credit points
4

Prerequisites
ECED600 and ECED601 and ECED602

Corequisites

Co-badged status

Unit description
This unit incorporates both specialist theory and practice in early childhood education by combining university-based study with practical teaching experience in an early childhood organisation. The 20 day practical experience component is based on an understanding that students will be operating at a level reasonably expected of a postgraduate student teacher undertaking a block of professional experience as a teacher of young children for the first time. Unit content will focus on examining and reflecting on the student's role in teaching and learning with children from 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:

- Understand a variety of approaches in curriculum decision making
- Understand the professional environment of early childhood teaching
- Identify the factors that influence curriculum decision making processes
- Facilitate appropriate experiences for children within the total learning environment
- Critically evaluate teaching practices
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>20%</td>
<td>15 August, 5pm</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>40%</td>
<td>17 October, 5pm</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>0%</td>
<td>28 Oct - 14 Nov</td>
</tr>
<tr>
<td>Assessment 3A</td>
<td>30%</td>
<td>15 November, 8am</td>
</tr>
<tr>
<td>Assessment 3C</td>
<td>0%</td>
<td>28 November, 5pm</td>
</tr>
<tr>
<td>Assessment 3B</td>
<td>10%</td>
<td>15 November, 8am</td>
</tr>
</tbody>
</table>

### Assessment 1
**Due:** 15 August, 5pm  
**Weighting:** 20%

**Understanding Techniques for Teaching**

On successful completion you will be able to:
- Critically evaluate teaching practices
- Demonstrate an understanding of the role of the reflective practitioner

### Assessment 2
**Due:** 17 October, 5pm  
**Weighting:** 40%

**Creating a Peaceful World: Living in Harmony**

On successful completion you will be able to:
- Appreciate the value of an anti-bias approach in work with children and their families
- Demonstrate an understanding of the role of the reflective practitioner

### Professional Experience
**Due:** 28 Oct - 14 Nov  
**Weighting:** 0%

**Professional Experience**

On successful completion you will be able to:
• Understand a variety of approaches in curriculum decision making
• Understand the professional environment of early childhood teaching
• Identify the factors that influence curriculum decision making processes
• Facilitate appropriate experiences for children within the total learning environment
• Critically evaluate teaching practices
• Appreciate the value of an anti-bias approach in work with children and their families
• Demonstrate an understanding of the role of the reflective practitioner

Assessment 3A
Due: 15 November, 8am
Weighting: 30%

Part A: Reflections on Documenting Children’s Learning

On successful completion you will be able to:
• Understand a variety of approaches in curriculum decision making
• Understand the professional environment of early childhood teaching
• Identify the factors that influence curriculum decision making processes
• Facilitate appropriate experiences for children within the total learning environment
• Critically evaluate teaching practices
• Appreciate the value of an anti-bias approach in work with children and their families
• Demonstrate an understanding of the role of the reflective practitioner

Assessment 3C
Due: 28 November, 5pm
Weighting: 0%

Part C: Professional Experience Evaluation Report

On successful completion you will be able to:
• Understand a variety of approaches in curriculum decision making
• Understand the professional environment of early childhood teaching
• Identify the factors that influence curriculum decision making processes
• Facilitate appropriate experiences for children within the total learning environment
• Critically evaluate teaching practices
• Appreciate the value of an anti-bias approach in work with children and their families
• Demonstrate an understanding of the role of the reflective practitioner
Assessment 3B
Due: 15 November, 8am
Weighting: 10%

Part B: Evaluation of Teaching Techniques from Assessment 1

On successful completion you will be able to:
• Understand a variety of approaches in curriculum decision making
• Understand the professional environment of early childhood teaching
• Identify the factors that influence curriculum decision making processes
• Facilitate appropriate experiences for children within the total learning environment
• Critically evaluate teaching practices
• Appreciate the value of an anti-bias approach in work with children and their families
• Demonstrate an understanding of the role of the reflective practitioner

Delivery and Resources
Listening to lectures and preparation for & attendance at seminars and Professional Experience is required. The unit it supported by iLearn on-line materials which should be consulted regularly.

Unit assessment has been updated to reflect student feedback in previous year of offering.

Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>02 Aug</td>
<td>Welcome &amp; Introduction</td>
</tr>
<tr>
<td>2</td>
<td>09 Aug</td>
<td>Introduction to Record-Keeping Techniques</td>
</tr>
<tr>
<td>3</td>
<td>16 Aug</td>
<td>Establishing Meaningful Relationships with Children</td>
</tr>
<tr>
<td>4</td>
<td>23 Aug</td>
<td>Guiding Behaviour I</td>
</tr>
<tr>
<td>5</td>
<td>30 Aug</td>
<td>Guiding Behaviour II</td>
</tr>
<tr>
<td>6</td>
<td>06 Sep</td>
<td>Programming &amp; Planning: Curriculum Frameworks &amp; Approaches</td>
</tr>
<tr>
<td>7</td>
<td>13 Sep</td>
<td>Professional Experience Guidelines &amp; Expectations</td>
</tr>
<tr>
<td>8</td>
<td>16 Sep</td>
<td>Study Period</td>
</tr>
<tr>
<td>9</td>
<td>23 Sep</td>
<td>Study Period</td>
</tr>
</tbody>
</table>
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:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html
Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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/

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 Services and Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

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.