ECHP222
Professional Experience 2
S1 Day 2016
Institute of Early Childhood

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https://unitguides.mq.edu.au/unit_offerings/56780/unit_guide/print
General Information

Unit convenor and teaching staff
Fay Hadley
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Contact via 9850 9833
X5B267

Lecturer and tutor
Rebecca Andrews
rebecca.andrews@mq.edu.au
Contact via 9850 9871
X5B355

Credit points
3

Prerequisites
(([ECH120 or ECHE120 or ACSH100) and ECHP122] and (admission to BEd(ECE)(Birth-12) or BTeach(ECE) or BTeach(Birth-5))) or admission to GDipECTeach or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description
Students are provided with ways of making learning visible, whilst exploring a variety of theories on how children learn. They are assisted to develop observations and begin to think about implications for planning. Students are also taught skills in basic planning and ways to record thoughtful, reflective observations that connect to planning. A range of strategies that provide guidance on ways to support young children’s learning is central to the unit. This includes examining teaching strategies that support ways of working with children from birth to five years. Students engage in active, careful and critical reflection as part of their commitment to teaching whilst considering the Early Years Learning Framework. Students practice these skills as they complete 20 days of teaching experience in prior to school early childhood settings.

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. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
3. Recognise the importance of environments and how they influence children’s learning.
4. Explore and practice a range of teaching techniques in the professional experience placement.
5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
8. Successfully observe, plan and document the children’s learning whilst on PE.

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>35%</td>
<td>31st March</td>
</tr>
<tr>
<td>Assessment 2: Part A</td>
<td>0%</td>
<td>20th May</td>
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<tr>
<td>Assessment 2: Part B</td>
<td>50%</td>
<td>20th May</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>15%</td>
<td>9th June</td>
</tr>
</tbody>
</table>

Assessment 1

Due: 31st March
Weighting: 35%

Getting ready for professional experience

This Assessment Task relates to the following Learning Outcomes:

- 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children’s learning.
Assessment 2: Part A

Due: 20th May
Weighting: 0%

Professional Experience Evaluation Report

This Assessment Task relates to the following Learning Outcomes:

1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
3. Recognise the importance of environments and how they influence children’s learning.
4. Explore and practice a range of teaching techniques in the professional experience placement.
5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
8. Successfully observe, plan and document the children’s learning whilst on PE.

Assessment 2: Part B

Due: 20th May
Weighting: 50%

Professional Experience Book Work

This Assessment Task relates to the following Learning Outcomes:

1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
3. Recognise the importance of environments and how they influence children’s learning.
4. Explore and practice a range of teaching techniques in the professional experience placement.
5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
8. Successfully observe, plan and document the children’s learning whilst on PE.

Assessment 3
Due: 9th June
Weighting: 15%

There will be an online quiz at the end of semester. It will include 30 questions with each question worth .5 of mark.

This Assessment Task relates to the following Learning Outcomes:
1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
3. Recognise the importance of environments and how they influence children’s learning.
4. Explore and practice a range of teaching techniques in the professional experience placement.
5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.

Delivery and Resources
Classes
The timetable for classes can be found on the University web site at: http://www.timetables.mq.edu.au/
• 1 hour lectures will be held on Mondays 1.00 o’clock in W5AT1.
• 2 hour tutorials will be held weekly for internal students. Tutorials are timetabled for Monday and Thursday. It is expected that students signed into the Monday 2pm tutorial will attend the lecture prior.
• External students are to attend two compulsory on campus day on 14th April 9am-12.30pm & 15th April 9am-5pm
• In order to be eligible for a passing grade, students must meet the following requirements:
  • Internal students must attend at least 80% of all tutorials
  • External students must attend the compulsory on-campus session on Saturday 28th
March and Wednesday 15th April 2015.

- Satisfactorily complete a three week professional experience placement from April 26th-May 14th (including 6 observation days before this block)
- Complete all three assessments.

Texts Required


Unit Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Part</th>
<th>Lecture topic/Lecturer</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>22nd Feb</td>
<td>Kickstart</td>
<td>Welcome Video</td>
<td>Read unit outline and PE Expectations and post any question on iLearn</td>
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<td>Tips for success</td>
<td>Purchase textbook(s) for week 1</td>
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<td>Diploma students – what PE looks like at University</td>
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<tr>
<td>March 7</td>
<td></td>
<td></td>
<td>Professional Experience Handbook (skim)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<tr>
<td>3</td>
<td>March 14</td>
<td>Theory and practice</td>
<td>Technology and documentation (Maria ChatziGianni)</td>
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<td></td>
<td>Luckenbill, J. (2012) (see iLearn)</td>
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<tr>
<td>4</td>
<td>March 22</td>
<td>Theory and practice</td>
<td>Environment as the third teacher (Rebecca Andrews)</td>
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<td></td>
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<td>Arthur et al (2015) chapter 7 and 10</td>
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<td>Porter (2016) chapter 5</td>
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<td>5</td>
<td>March 28 (Easter Mon)</td>
<td>Practice and community</td>
<td>Building relationships with Staff and Families (Fay Hadley)</td>
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<td>No Tutes</td>
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<td></td>
<td>Lecture pre-recorded and online for you to listen to</td>
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<td>Complete your orientation days</td>
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<td>Porter (2016) chapter 18</td>
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<td>Assignment 1 due: 31st March</td>
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<tr>
<td>6</td>
<td>4th April</td>
<td>Practice and community</td>
<td>Guiding children’s behaviour (Fay Hadley)</td>
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<td>Porter (2016) chapter 2 and 3</td>
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<td></td>
<td>April 11 – April 22 Mid semester break</td>
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<td>Making learning visible. Introduction to pedagogical documentation (Wendy Shepherd) – Lecture pre-recorded and on iLearn for you to listen to</td>
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<td>Compulsory on campus for externals: 14th April 9am-12.30pm &amp; 15th April 9am-5pm</td>
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<tr>
<td>7 – 9</td>
<td>April 25 – May 13 (Anzac Day 25th April)</td>
<td>Professional Experience BLOCK: 6 orientation days and 14 days block of Professional Experience</td>
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<td>• orientation days – situational analysis, observations,</td>
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<td>• Week 1 of block – observations and 1 experience per day</td>
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<td>• Week 2 – observations, reflections and 2 experiences per day</td>
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<td>• Week 3 – observations, reflections and session planning daily</td>
</tr>
<tr>
<td>10</td>
<td>May 16</td>
<td>Live chat for externals to debrief PE 18th May 8-9pm</td>
<td>No lecture or classes (lecture provided in mid semester)</td>
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<td>Time to complete Assessment 2 and finalise PE if you have days to makeup.</td>
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<td></td>
<td>Assessment 2 due: 20th May</td>
</tr>
<tr>
<td>11</td>
<td>May 23</td>
<td>Practice and community</td>
<td>Reflecting on professional experience: Myself as a developing teacher (Fay Hadley)</td>
</tr>
<tr>
<td></td>
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<td>Morale, J. (2016) (see iLearn)</td>
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</tbody>
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https://unitguides.mq.edu.au/unit_offers/56780/unit_guide/print
Week 12
May 30
Theory
Philosophy:
Where to next, future PE and beginning my Professional Portfolio (Fay Hadley)

Week 13
June 6
NO CLASSES OR LECTURES THIS WEEK: Study for assessment 3
Assignment 2 returned (via online) 8th June
Assessment 3: 9th June

Mini pre-recorded lectures on iLearn:
1. Preparation for Professional Experience - expectations and guidelines – Rebecca Andrews. Presented as a sequence of mini lectures
2. How to observe individuals and groups: understanding children and facilitating learning at 200 level– Rebecca Andrews
You need to listen to all these pre-recorded lectures before you begin your orientation days

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://mq.edu.au/policy/docs/academic_honesty/policy.html


Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

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

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

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 [ask.mq.edu.au](http://ask.mq.edu.au).

Student Support

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

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

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

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.

Graduate Capabilities

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:

**Assessment tasks**

- Assessment 2: Part A
- Assessment 2: Part B
- Assessment 3

**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**

- 4. Explore and practice a range of teaching techniques in the professional experience placement.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
- 8. Successfully observe, plan and document the children’s learning whilst on PE.

**Assessment tasks**

- Assessment 2: Part A
- Assessment 2: Part 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**

- 1. Develop an awareness of contemporary theories for observing, planning and
implementing learning experiences.


Assessment tasks

• Assessment 2: Part A
• Assessment 2: Part B

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

• 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
• 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
• 3. Recognise the importance of environments and how they influence children’s learning.
• 4. Explore and practice a range of teaching techniques in the professional experience placement.
• 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
• 8. Successfully observe, plan and document the children’s learning whilst on PE.

Assessment tasks

• Assessment 1
• Assessment 2: Part A
• Assessment 2: Part B
• Assessment 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**

- 1. Develop an awareness of contemporary theories for observing, planning and implementing learning experiences.
- 2. Explore the Early Years Learning Framework and implement effectively in planning and programming on professional experience placements.
- 3. Recognise the importance of environments and how they influence children’s learning.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

**Assessment tasks**

- Assessment 1
- Assessment 2: Part A
- Assessment 2: Part B
- Assessment 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**

- 4. Explore and practice a range of teaching techniques in the professional experience placement.
- 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
- 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.
Assessment tasks

• Assessment 1
• Assessment 2: Part A
• Assessment 2: Part 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

• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

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

• 5. Begin to recognise behavioural characteristics of children and develop strategies for guiding children’s behaviour.
• 6. Engage in active, careful and critical reflective practice.
• 7. Extend generic skills such as problem-solving, critical analysis, self-awareness, task management, literacy and communication skills.

Assessment tasks

• Assessment 2: Part A
• Assessment 2: Part B