ECED825
Early Childhood Professional Practice 2
S1 Day 2016

Institute of Early Childhood

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General Information

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Unit Coordinator
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Credit points
4

Prerequisites
ECED603 or ECED821

Corequisites

Co-badged status

Unit description
In this unit students will build on the knowledge of early childhood theory and practice that gained from your experiences in ECED603. Students will extend understanding of critical reflection and personal professional philosophy as a developing teacher. Central to this unit is a 20 day professional experience placement to develop awareness of the professional role and responsibilities of an early childhood teacher working with children from two to five years. This unit therefore combines theory and practice to enable students to construct practical knowledge of teaching and learning through guided reflection.
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:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) 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.
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate the value of an anti bias approach when working with young children and their families.
- Demonstrate an understanding of the role of the reflective practitioner.

General Assessment Information

General information
Students need to receive a satisfactory grade at the completion of the Professional Experience placement and achieve a grade of 50% or more in order to be eligible to pass this unit.

Detailed information for each individual assessment can be found on the iLearn site under Assessment.

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin’s Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin
at least one week prior to the due date to obtain an Originality Report.

• The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
• Only one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

• Students must retain a copy of all assignments before submission, and retain the copy until the final grade for the subject has been received;
• Marks will be deducted if the assessment is submitted after the due date and time (refer to the ‘late assessments’ section below for more details);
• Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
• If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment is worth 20 marks and it is submitted 2 days late, 2 marks (2 x 5% of 20 marks) will be subtracted from the awarded mark.

Extensions:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the special consideration form accessible through ask mq edu au and supported (e g., a doctor’s certificate in the case of illness).

Note that:

• Students MUST speak with the unit coordinator prior to submitting their request through https://ask.mq.edu.au
• Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
• Emails are not appropriate means of extension requests.
• It is essential that students plan ahead and organise their study time effectively. Poor
time management is not grounds for an extension.

- In the case of computer malfunction, a draft of the assignment may be requested. Please ensure that a draft is printed regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

Referencing:

All assignments should cite and provide full bibliographical details of all material that used to inform or support ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in Perrin (2015). All students will need to download this guide and use it as they prepare their assignment.

Highly recommended text


Grades

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

The raw mark for the unit (i.e., the total of the marks for each assessment item) may not be the same as the SNG. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

**HD**  
*High Distinction*  85-100%

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*  75-84%

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*  65-74%
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  50-64%**

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  0-49%**

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.

### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent newsletter supplement</td>
<td>20%</td>
<td>29th March 2016</td>
</tr>
<tr>
<td>An anti bias approach</td>
<td>40%</td>
<td>3rd May 2016</td>
</tr>
<tr>
<td>Professional Experience</td>
<td>40%</td>
<td>14th June 2016</td>
</tr>
</tbody>
</table>

**Parent newsletter supplement**

**Due:**  **29th March 2016**  
**Weighting:**  **20%**

This assessment will enable students to articulate appropriate teaching strategies to use with children 2-5 year and determine appropriate strategies to guide young children's behaviour.

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.
- 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.
An anti bias approach

Due: **3rd May 2016**
Weighting: **40%**

This assessment will enable students to explore principles of anti bias education and their application with children 2-5 years.

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years.
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children.
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate the value of an anti bias approach when working with young children and their families.
- Demonstrate an understanding of the role of the reflective practitioner.

Professional Experience

Due: **14th June 2016**
Weighting: **40%**

3a) Documenting children’s learning - Components of the professional experience folder (40%)
3b) Professional Experience working as an early childhood teacher - Evaluation Report (S/U)

On successful completion you will be able to:

- Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) and planning for children aged 2-5 years.
- Demonstrate the capacity to articulate a personal philosophy of professional practice as a teacher of young children.
- Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
- Demonstrate the value of an anti bias approach when working with young children and their families.
- Demonstrate an understanding of the role of the reflective practitioner.

Delivery and Resources

Please note: It is the responsibility of individual students to be aware of pre and co

https://unitguides.mq.edu.au/unit_offerings/57869/unit_guide/print
requisites throughout their program. If you are considering withdrawing from this unit please seek academic advice as this may impact on your progression throughout the degree.

Requirements for this unit:

The timetable for classes can be found on the University web site at: https://timetables.mq.edu.au/2016/

- There will be four (4) day sessions for this unit throughout the semester. Attendance is compulsory. These sessions have been scheduled on the following Fridays:
  - 11th March
  - 8th April
  - 13th May
  - 10th June

Classes will be held in X5B 041 from 10am – 3pm. Students are expected to attend for the full day.

1. Required Textbooks


*Earlier editions of these textbooks will be suitable for this unit*

2. Weekly required reading schedule:

There is a combination of readings from your textbooks and readings which can be sourced via Multisearch on the library website. A link is available through iLearn under: *Learning support & resources*. In addition to chapters from your textbooks, you will need to read the following:

**Week 1**

*Early Years Learning Framework*


**Week 2**

Week 3

Week 4

Week 6

Week 10

Week 11

Week 13

3. Assumed Texts

The following texts can be downloaded from the links:
Australian Government Department of Education Employment and Workplace Relations.


4. Recommended Reading

**Reflective Practice**


**Focus on children**


**Social Justice Issues**


**Curriculum Decision Making**


I ideas from Reggio Emilia


Representations of Learning


**Transition to School**


**Some Useful Journals**

*Australian Journal of Early Childhood*

*Contemporary Issues in Early Childhood* (online journal www.triangle.co.uk/ciec)

*Early Child Development and Care*

*Early Childhood Education Journal*

*Early Childhood Research and Practice* (online journal [http://ecrp.uiuc.edu/index.html](http://ecrp.uiuc.edu/index.html))

*Early Childhood Research Quarterly*

*Early Years: An International Journal of Research and Development*

*International Journal of Early Childhood*

*International Journal of Early Years Education*

**Some Useful Websites**


*National Association for the Education of Young Children: [http://www.naeyc.org](http://www.naeyc.org)*

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic for the week</th>
</tr>
</thead>
</table>

https://unitguides.mq.edu.au/unit_offerings/57869/unit_guide/print
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to the unit: Pedagogy and approaches to curriculum</th>
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</thead>
<tbody>
<tr>
<td>Feb 29</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Environments and invitations to play</td>
</tr>
<tr>
<td>March 7</td>
<td><strong>CLASS 1: 11th March</strong></td>
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<tr>
<td>Week 3</td>
<td>Establishing meaningful relationships with children</td>
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<td>March 14</td>
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<td>Week 4</td>
<td>Honouring diversity through an anti-bias approach</td>
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<tr>
<td>March 21</td>
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<tr>
<td>Week 5</td>
<td>Professional Experience: Guidelines and Expectations</td>
</tr>
<tr>
<td>March 28</td>
<td><strong>ASSESSMENT 1 DUE: 29th March 5pm</strong></td>
</tr>
<tr>
<td>Week 6</td>
<td>Programming and planning for children’s learning</td>
</tr>
<tr>
<td>April 4</td>
<td><strong>CLASS 2: 8th April</strong></td>
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<tr>
<td>Week 7/8</td>
<td>Study Period</td>
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<tr>
<td>April 11-22</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Guiding children’s behaviour: Principles and practices</td>
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<tr>
<td>April 25</td>
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<tr>
<td>Week 10</td>
<td>Introducing pedagogical documentation</td>
</tr>
<tr>
<td>May 2</td>
<td><strong>ASSESSMENT 2 DUE: 3rd May 5pm</strong></td>
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<tr>
<td>Week 11</td>
<td>Transition to school for children, families and teachers</td>
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<tr>
<td>May 9</td>
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<tr>
<td>Week 12</td>
<td>Working in partnership with families</td>
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<td>May 16</td>
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<tr>
<td>Weeks 13, 14 and 15</td>
<td>Professional Experience</td>
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<tr>
<td>June 6</td>
<td><strong>Friday 10 June: Final class</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ASSESSMENT 3 DUE: 14th June, 5pm</strong></td>
</tr>
</tbody>
</table>

**Learning and Teaching Activities**

**Information necessary for this unit**

Students are expected to read the following documents as part of the unit: - ECED 825 unit guide - detailed assessment information - Professional Experience Guidelines - Professional
Experience Handbook 2016

Unit Expectations

Expectations for students: come to sessions prepared having listened to the lecture, read the weekly readings and completed the assigned tasks. Students need to be prepared to: - read widely and give thoughtful consideration to the ideas encountered - participate fully in online and on campus discussions and activities - submit all assessments - undertake 20 days of Professional Experience (5 observation days and 15 teaching days) and fulfil all Professional Experience requirements - submit the Professional Experience Evaluation form on completion of placement.

Professional Experience

Students will be expected to complete three weeks of Professional Experience from Monday 23rd May – Friday 11th June 2016. Prior to this, students are expected to negotiate with the cooperating teacher to complete five (6) observation days at times which do not impact on attendance at tutorials for this or other units. Students will be assessed as satisfactory or unsatisfactory against the Professional Experience Evaluation form.

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/
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.

Student Support

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

Learning Skills

Learning Skills (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 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

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit 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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:
Learning outcomes

• 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.

Assessment tasks

• Parent newsletter supplement
• An anti bias approach
• Professional Experience

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

• Demonstrate the link between theory, the Early Years Learning Framework (DEEWR, 2009) 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.
• Critically examine ideas, issues and principles connected with professional decision-making as a teacher in an early childhood setting.
• Demonstrate the value of an anti bias approach when working with young children and their families.

Assessment tasks

• Parent newsletter supplement
• An anti bias approach
• Professional Experience

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based
critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- 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.
- 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.

**Assessment tasks**

- Parent newsletter supplement
- An anti bias approach
- Professional Experience

**PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

**Assessment task**

- Professional Experience

**PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcome**

- Demonstrate the value of an anti bias approach when working with young children and their families.

**Assessment tasks**

- An anti bias approach
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcome**

- Demonstrate the value of an anti bias approach when working with young children and their families.

**Assessment tasks**

- An anti bias approach
- Professional Experience