

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Social Justice and Agency in ECE settings
<b>Unit ID:</b>	ECCEL3712
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDECE4004 and EEZED3712)
<b>ASCED:</b>	070101

## Description of the Unit:

Children's agency is centred on the beliefs that children have a right to participate in decisions that affect them, are capable of making choices and decisions, and can initiate and lead their own learning. In this unit, Pre-Service Teachers (PSTs) consider the frameworks and models of children's participation in which the concept of agency can be considered and theorised. Social justice and children's rights are considered as important interrelated concepts. PSTs identify and discuss children's agency and how it can be supported or inhibited. Ways of listening to children and ensuring their authentic participation, particularly with regard to their learning, are considered. PSTs design a learning program, within an open-ended learning environment, that acknowledges and supports their agency and builds on children's culture, strengths, interests and knowledge. This unit will also expand Pre-Service Teachers' competencies as professional teachers, through a ten day supervised teaching experience in an educational setting or educational program. It is designed to encourage, inspire and challenge PSTs to explore alternative learning settings in which high quality educational practice occurs. The placement is underpinned by the intention to extend the PSTs' perceptions of teaching and learning beyond the traditional and familiar educational environment. PSTs are required to complete the activities outlined in Professional Experience Assessment Report (Form A). This will take place in collaboration with their Mentor Teacher in the education setting in which the placement occurs. The students will also document their professional learning in the Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

**Placement Component:** Yes - 10 days

**Supplementary Assessment:** No

Supplementary assessment is not available to students who gain a fail in this Unit.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Learning Outcomes:**

**Knowledge:**

- K1.** Examine the concept of children’s agency, and the implications for children’s learning and development.
- K2.** Examine and consider children’s rights and the implications for professional practice with children.
- K3.** Critically reflect on agency from a social justice, equity and diversity perspective.
- K4.** Develop strategies that enable each child to be listened to, heard and takes into account their views and feelings of each child.
- K5.** Consider social justice and agency in learning from different cultural perspectives, including children with diagnosed impairments or health conditions, children from ATSI backgrounds and children from NESB backgrounds.
- K6.** Connect theoretical learning with the practice of teaching in an authentic education environment
- K7.** Receive and reflect on critical and meaningful feedback.
- K8.** Inquire into their own and others teaching practice appropriate to the professional experience setting.

**Skills:**

- S1.** Plan learning experiences for children that acknowledge and support their agency.
- S2.** Observe children and analyse and discuss observations from a sociology of childhood perspective.
- S3.** Negotiate professional duties and teaching and learning tasks with the supervising mentor.
- S4.** Set personal goals for future learning and research.
- S5.** Reflect on strengths and future needs as a learner and as a teacher.
- S6.** Document observations and experiences.

**Application of knowledge and skills:**

- A1.** Design a learning program, within an open-ended environment for children that acknowledges and supports their agency and builds on children’s culture, strengths, interests and knowledge.
- A2.** Identify and discuss children’s agency and how it can be supported or inhibited.
- A3.** Nominate, complete and document personal learning tasks that are relevant to the placement setting.
- A4.** Reflect-on-action related to personal learning in an on-line journal.
- A5.** Continue to develop an online resource folder that includes tasks based on the Professional Standards, as well other learning.

**Unit Content:**

Topics will be drawn from:

- United Nations Convention on the Rights of the Child
- Sociology of Childhood
- Models of children's participation
- Using information, gathered from the views and perspectives of children to inform practice
- Agency, social justice and the Early Years Learning Framework
- Children as agents in Early Childhood education
- Co-construction of curriculum with children
- Identifying and enabling children's agency
- Listening to children
- Planning and designing open ended learning environments and learning experiences

**FEDTASKS**

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	K3	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	K1, K3, K5	AT2
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	K2, K3, K4, K5, A1, A2	AT1

**Learning Task and Assessment:**

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, A1	Design an open-ended learning environment with planned learning experiences for a diverse group of children in an Early Childhood Centre, describing opportunities for children's participation and how children's agency is supported.	Learning plan	40-60%
K1, K2, K3, K5, S2, A2	Using a Childhood Studies or Social Justice lens, critically analyse vignettes to discuss children's agency and rights within everyday experiences in early childhood education.	Critical analysis	40-60%
K6, K7, S3, S4, A3, A4	Complete Professional Experience Assessment Report (Form A) in collaboration with mentor teacher	Hurdle	S/UN
K6, K7, K8, S3, S4, S5, S6, A3, A4, A5	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in the Pre-Service Teacher Learning Log (Form B)	Hurdle	S/UN

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K6, K7, K8, S3, S4, S5, S6, A3, A4, A5	Completion of ten days of placement in a diverse education setting.	Hurdle	S/UN

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)