

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** TEACHER IDENTITY

**Unit ID:** EDECE1001

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** (TW530)

**ASCED:** 070101

**Description of the Unit:**

The unit is designed to introduce students to influential thinkers in early childhood education and highlight the importance of positioning themselves as teachers in educational settings. The many roles of the teacher will be explored, in particular observing, analysis of observational data, planning and documenting learning for and with children; reporting to and involving parents in diverse education settings and the importance of reflective practice. Students will be introduced to beginning teacher standards and will begin to address these through a personal teaching portfolio.

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

**Work Experience:**

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

| Level of Unit in Course | AQF Level of Course |   |   |   |   |    |
|-------------------------|---------------------|---|---|---|---|----|
|                         | 5                   | 6 | 7 | 8 | 9 | 10 |
| Introductory            |                     |   | ✓ |   |   |    |
| Intermediate            |                     |   |   |   |   |    |
| Advanced                |                     |   |   |   |   |    |

**Learning Outcomes:**
**Knowledge:**

- K1.** Recognise the historical and philosophical underpinnings of early childhood education;
- K2.** Articulate a philosophy of teaching;
- K3.** Recognise critical reflection as a means to continuous improvement of teaching;
- K4.** Examine different approaches to pedagogy in early childhood and other educational settings.

**Skills:**

- S1.** Compare various approaches to education;
- S2.** Design a professional portfolio;
- S3.** Address competencies of beginning teachers;
- S4.** Design a teaching program for children;
- S5.** Recognise the importance of observation as part of programming and planning;
- S6.** Apply a variety of questioning techniques to encourage higher order thinking in young children.

**Application of knowledge and skills:**

- A1.** Identify key influential thinkers in early childhood education and analyse the impact of these theories on early childhood practices;
- A2.** Develop a range of observational techniques to record children's behaviour and interactions;
- A3.** Analyse observational data to determine appropriate learning experiences for children;
- A4.** Develop a personal teaching philosophy focusing on the many roles of the teacher;
- A5.** Address beginning teacher standards in a teaching portfolio

**Unit Content:**

- Influential thinkers in early childhood education and learning theories including those proposed by Froebel, Dewey, Vygotsky, Piaget, Montessori, Pestalozzi, Bruner, Steiner, Te Whariki and in Reggio
- Positioning oneself as the teacher in the setting
- Reflective practice
- Programming and planning in various educational settings
- Observation and assessment techniques with children
- Analysing and applying findings from observation
- Differentiating and encouraging higher order thinking
- Welcoming parent participation in educational settings
- Reporting to parents
- Organising a teaching portfolio
- Organising a learning diary for children
- Determining and articulating a personal philosophy of teaching

- Diversity of educational settings.

**Learning Task and Assessment:**

| Learning Outcomes Assessed       | Assessment Tasks  | Assessment Type | Weighting |
|----------------------------------|---|-----------------|-----------|
| K1, K4, S1, A1                   | Prepare a presentation outlining an influential philosophy that has influenced the development of education.                | Presentation    | 5-15%     |
| K4 S4, S5, S6 A2, A3             | Analyse the observational scenario and prepare a series of three lesson plans to enhance the development of the child.      | Case study      | 40-50%    |
| K1, K2, K3, K4 S2, S3, S5 A4, A5 | Prepare a professional teaching portfolio including a philosophy of teaching and addressing beginning teacher competencies. | Portfolio       | 35-50%    |

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)