Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	THE EARLY CHILDHOOD PROFESSIONAL
Course ID:	EDECE2023
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

This course will focus on developing professional identity and preparing Pre-Service Teachers (PSTs) for entry into the early childhood profession. PSTs will be introduced to key organisations, laws, regulations, codes, and the National Quality Framework for early childhood education and care settings. The course examines current issues, challenges and opportunities affecting the profession and professionals, locally and globally. PSTs will reflect on their personal and professional identity, and consider how these may influence teaching and learning. Diverse roles and career paths for early childhood professionals will be identified, and the value of professional learning and development will be stressed.

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.

Does Recognition of Prior Learning apply to this course?   No

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory			✔			
Intermediate						
Advanced						

Learning Outcomes:

Knowledge:

K1. Examine national and state legislative and regulatory requirements for professionals in the context of early childhood education and care

K2. Examine historical, philosophical, societal, and political influences on the provision of early childhood education and care.

K3. Reflect on personal values and beliefs about teaching and learning in early childhood education and consider how these views shape professional identity and influence practice.

Skills:

S1. Research and identify relevant codes, frameworks, laws and regulations

S2. Understand the importance of ongoing professional learning and development

Application of knowledge and skills:

A1. Apply relevant laws, regulations and frameworks to practice in early childhood education and care settings.

A2. Report on current challenges and opportunities for early childhood education and care professionals and the profession.

A3. Engage with and apply reflective frameworks

Course Content:

Topics may include:

- History of early childhood education and care in Australia
- Societal, political and philosophical influences
- National Quality Framework
- Quality Assessment and ratings
- Learning and development frameworks
- Early childhood education and care laws and regulations
- Policies and initiatives
- Ethical responsibilities
- Diversity of settings and careers
- Current issues and opportunities
- Reflective practice
- Professionalism and professional identity formation
- Professional learning and development

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K3, A3	AT1, AT2
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: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	K3, S2, A3	AT1, AT2
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: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving	K1, A2, A3	AT1, 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: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities	NA	NA

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
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: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	NA	NA

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, S1, A1, A3	Identify the laws, codes, regulations, and frameworks that are relevent to a series of scenarios. Reflect on your personal values and beliefs about these scenarios and how they may affect the formation of your professional identity and practices.	Academic Reflection on Scenarios	40% - 60%
K1, K2, K3, S2, A2, A3	Research and report on the early childhood education and care profession in Australia. Identify key challenges and opportunities that may affect your future role as an early childhood professional.	Academic Essay	40% - 60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course　　　　No

Date:

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool