



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	THE EARLY CHILDHOOD PROFESSIONAL
<b>Course ID:</b>	EDECE2023
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	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. Pre-service teachers 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, etc.)

**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	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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.** Develop a plan for 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.

**Course Content:**

Topics may include:

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

**Values:**

- V1.** Recognise the differences amongst the roles of teachers and educators.
- V2.** Appreciate the need for reflection for continuous improvement of teaching

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each**

**program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K2, K3, A2	B; B; B	AT2, AT3	C
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K3, S3, A1	B; B; B	AT3	C
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, S1, A1	B; B; B	AT1	C
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	A2	B	AT2	C
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, S1, A1	B; B; B	AT1	C

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, A1	Apply relevant laws, codes, regulations and frameworks to a series of scenarios.	Scenarios	10-30%
K1, K2 A2	Research and report on the early childhood education and care profession in Australia today. Identify key challenges and opportunities.	Report	30%-50%
K3, S2, A1	Reflect on the formation of your professional identity. Identify values and beliefs, strengths and challenges. Develop a plan for professional learning and development.	Reflection	20- 40%

**Adopted Reference Style:**

APA