



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	TRANSITION TO THE EARLY CHILDHOOD PROFESSION
<b>Course ID:</b>	EDECE4005
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDBED4113)
<b>ASCED:</b>	070101

## Description of the Course :

This course prepares Pre-Service Teachers (PSTs) for their final extended professional experience placement and for entering the profession as an Early Childhood Educator. Drawing on the Australian Professional Standards for Teachers (APST), PSTs will examine their professional responsibilities, associated with planning, and creating learning experiences. PSTs will draw on constructive feedback from previous professional experience placements to reflect on and improve their professional practice, making connections to research and theory to support their understandings. A Curriculum Vitae and teaching philosophy will be developed and PSTs will draw on the APST to address key selection criteria. The course supports a detailed analysis of a portfolio of selected artefacts and reflections on professional practice. Students will use the artefacts and reflections, drawn from their professional experience placements, to demonstrate evidence of professional readiness. A professional conversation will complement the written task demonstrating this evidence.

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

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Examine the iterative nature of data usage, planning, and creating learning experiences to inform teaching practice.
- K2.** Demonstrate an in-depth knowledge of teaching and learning contexts, content and sequence of learning, planning for learning, teaching strategies, assessment and reporting.
- K3.** Examine the APST for teachers and connect understandings to identify data that reflects teaching and learning, assessment, feedback and reflection on teaching, and the impact of teaching practice.
- K4.** Explore different types of professional discussion.

#### Skills:

- S1.** Identify and evaluate a range of evidence, and utilise research and theory to reflect on teaching to inform and improve teaching practice.
- S2.** Identify and select artefacts from teaching as evidence of competency for an e-portfolio teaching.
- S3.** Integrate narrative and evidence of teaching competency in an e-portfolio.
- S4.** Construct a teaching philosophy, develop a curriculum vitae and respond to key selection criteria.

#### Application of knowledge and skills:

- A1.** Interpret constructive feedback received on professional experience placement and use theory and research to reflect on and improve teaching practice.
- A2.** Apply knowledge of teaching and learning to construct a teaching philosophy.
- A3.** Address key selection criteria and develop a Curriculum Vitae.
- A4.** Apply understandings about teaching and learning and plan for the construction of a teacher performance assessment portfolio.

#### Course Content:

Topics include:

- Making pedagogic decisions to inform teaching practices
- Constructive feedback loop to improve teaching practice
- Research and theory to reflect on the teaching cycle to improve practice
- Iterative nature of data usage, planning, teaching and assessing
- Using the e-portfolio
- Choosing and selecting evidence to demonstrate competency
- Teaching reflections and the impact of teaching on learning
- Developing a CV
- Addressing key selection criteria.
- Preparing for a Round table discussion

**Values:**

- V1.** Appreciate the importance of adhering to the professional teaching ethics.
- V2.** Appreciate the importance of professional conduct and the adhering to codes of ethics and conduct for the teaching profession.
- V3.** Take responsibility for one's own learning.

**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; S1; S3; A4	A	AT1; AT2; AT3	A
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.	K1	A	Not applicable	Not applicable
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.	Not applicable	Not applicable	Not applicable	Not applicable
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.	K4; S4	A	AT2; AT3	A
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.	Not applicable	Not applicable	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1 APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Drawing on professional experience placement reports from previous and current placements, examine the feedback from the mentor teachers and personal reflections. Discuss how constructive feedback on classroom teaching practice, was used to improve teaching practices. Draw on theory and research to reflect on teaching practice and ways to improve practice and demonstrate this in a standards-based professional portfolio	ePortfolio	30-40%
K2, S1, A2 APST 6.1, 7.2	Develop a curriculum vitae with cover letter, clearly articulating a teaching philosophy. Draw on the APST to address key selection criteria	Written Task	30-40%
K1, K2, K3, S1, S2, A3 APST 6.1, 6.3	Using evidence from the professional portfolio in AT1, PSTs will engage in a professional conversation with peers and colleagues, demonstrating how they have met the APST and their readiness to join the Early Childhood Education profession. Evidence will demonstrate teaching performance against the APST and will include data that reflects teaching and learning, assessment, feedback and reflection on teaching, and the impact of teaching practice.	Presentation of ePortfolio (round table discussion)	20-40%

**Adopted Reference Style:**

APA