Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	THE NEOPHYTE PROFESSIONAL IN EARLY CHILDHOOD CONTEMPORARY SOCIETY
Course ID:	EDMAS6058
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

This course is designed to support PSTs as they prepare for their final Professional Experience placement and as they enter the Profession as an Early Childhood Teacher (ECT). PSTs will examine and explain their professional responsibilities, associated with advocating for and providing play-based learning environments that also support children's agency in their own learning. PSTs will make connections to research and theory to support their understandings. They will draw on the APST, curriculum frameworks, National Quality Standards, National Regulations, and ECA Code of Ethics to develop a Curriculum Vitae and address key selection criteria. As PSTs enter the profession, they will be called upon to work alongside and support vulnerable children and families. They will develop knowledge and understanding of ways in which trauma experiences can impact mental health, social and emotional wellbeing, behaviour and learning within early learning contexts. Underpinning the content of the course is the understanding that effective teachers manage challenging behaviour through supportive, responsive techniques rather than coercive or punitive measures. Within this course, brain-based insights, relationship based approaches, and responsive teaching methods are explored to identify effective strategies for establishing a safe, supportive learning environment for children. A range of universal, targeted, and individual strategies for supporting communication, wellbeing, participation, engagement, and achievement will be investigated through a trauma-informed, multi-tiered approach to planning. PSTs will examine relationships between wellbeing, behaviour and learning. Particular attention will be given to examining trauma-informed pedagogies and implications of legislative requirements, government, and community initiatives and whole of service approaches.

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

Work Experience:

No work experience: Student is not undertaking work experience in industry.

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. Contextualise and extend knowledge and skills relevant to the development of ongoing professional learning

K2. Explore the process of early childhood teacher registration and validation

K3. Recognise characteristics and indicators of trauma, mental health concerns and challenging behaviour in learners and describe ways in which trauma, mental health, social and emotional wellbeing and behaviour can affect learners and impact learning access and participation

K4. Examine current frameworks that support planning and development of welfare and behaviour policies and documents

K5. Explain a range of preventative and responsive strategies for supporting learners and managing problematic incidents

K6. Be aware of the requirements for applying for teaching positions in Government and Non-Government Early Childhood Settings including expectations in interviews, understanding key selection criteria identified by employers and ways to demonstrate knowledge, skills and capacities through evidence

Skills:

S1. Effectively utilise a range of communication modes to demonstrate teaching competence.

S2. Explore different types of professional discussion

S3. Re-visit a teaching philosophy, develop a curriculum vitae and respond to key selection criteria

S4. Demonstrate strategies that support learners and prevent and/or manage problematic situations

Application of knowledge and skills:

A1. Utilise strategies that support learners, especially those that display indicators of trauma, mental health and challenging behaviours.

A2. Engage in a professional conversation with colleagues

A3. Address key selection criteria and develop a Curriculum Vitae.

Course Content:

- Child safety, adverse childhood experiences, indicators of trauma and risk, and protective factors
- Emotional and sensory regulation: theory and practice
- Positive attitudes and responsive approaches for teaching learning
- Proactive and preventative strategies that support children and families in the learning community
- Personalised planning approaches for warm and responsive caregiving
- Creating a trauma sensitive learning environment
- 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
- Teacher registration and validation
- Developing a CV and addressing key selection criteria

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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	S1, S2, A2	AT1
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K5, S4, A1	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K3, K3, K4, S3, A3	AT1, AT2
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	K6	AT1
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K5, S1, S2, S4, A1, A2, APST 6.1, 6.3	Using evidence gathered from Professional Experiences, other assessment and learning, and continued e-portfolio development, justify and advocate for the use of play-based learning and the importance of children's agency in children's wellbeing. The evidence presented should consider strategies that support children displaying indicators of trauma, mental health concerns and challenging behaviour. Evidence should also link to APSTs. PSTs are to propose next steps in their professional learning and highlight networks and organisations that may support their growth as a neophyte professional	Presentation	40% - 60%
K2, K4, K6, S3, A3, APST:6.1, 7.2	From the provided key slection criteria, produce a document that addresses these criteria and, develop a Curriculm Vitae which should include a current teaching philosophy.	Professional documentation	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

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Introductory
6.3 Engage with colleagues and improve practice Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Yes	Introductory
7. Engage professionally with colleagues, parents/carers and the community		
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Introductory