Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	ENGAGING PROFESSIONALLY 2: INFANTS AND TODDLERS
Course ID:	EDMAS6062
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	(EDMAS6031)
Exclusion(s):	(EDMAS6130)
ASCED:	070101

Description of the Course:

This course is designed to enable Pre-Service Teachers (PSTs) to develop their understanding of the professional work of early childhood teachers (ECTs) and includes a 20-day professional experience with children under the age of 3 years in which they will be able to apply their learning. PSTs will experience a professional learning community where learning is enhanced through social processes, dialogue and personal reflection. Guided by a learning mentor in the early learning setting, PSTs will understand and critically examine professional teaching standards, roles and expectations, and legal and ethical responsibilities. Using narrative and dialogue, they will make increasingly complex connections between theory and practice and their observations in early childhood settings and will begin to conceptualise the sort of teacher they want to become.

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

Work Experience:

Wholly by work experience with Charge: Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider.

Does Recognition of Prior Learning apply to this course?   No

Placement Component: Yes

Supplementary Assessment: No

Supplementary assessment is not available to students who gain a fail in this course.

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 the Australian Professional Standards for Teachers (APSTs), National Quality Standards (NQS), relevant curricula (EYLF/VEYLDF), and ECA Code of Ethics and understand how they can be used to enhance professional practice

K2. Understand the legal responsibilities of teachers, including Duty of Care

K3. Describe a broad range of strategies for engaging infants and toddlers in play-based learning and for involving parents/carers in the educative process

K4. Examine the role of professional associations and unions in education

K5. Investigate the responsibilities and roles associated with being a member of a professional learning community and how this contributes to developing a professional identity
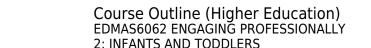
Skills:

S1. Critically reflect on links between theory, professional practice, and personal experiences; share personal and professional thoughts opinions, and experiences in ethical and professional ways; and actively listen to others

S2. Develop and demonstrate teaching knowledge and skills through a 20-day professional experience placement, reflect critically on practice and actively seek, understand and act on feedback

S3. Develop and articulate teaching and learning goals based on the APSTs, NQS, EYLF/VEYLDF; collect analyse and reflect on evidence of professional learning; identify what has been achieved and consider next steps for professional learning

S4. Communicate effectively, and professionally with colleagues in the University setting and in education and community contexts

S5. Collect, manage, organise, and use assessment and other observational data, including professional readings and resources in ethically responsible ways

S6. Use online forums and other online sharing applications to share resources and strategies in ethical, responsible and professional ways

Application of knowledge and skills:

A1. Participate in a 20-day professional experience in an early childhood setting. Facilitate the completion of the professional experience assessment report from classroom mentor teacher on identified Graduate Level Standards

A2. Present evidence of development toward professional readiness. PSTs will use multiple forms of evidence, (including mentor teachers classroom obervations, curriculum documentation, child/parent/carer feedback, personal journals, and classroom artefacts) to demonstrate effective professional learning and classroom practice

A3. Describe a broad range of strategies for involving parents/carers in the educative process and communicating the learning of infants and toddlers

Course Content:

- Critical analysis of knowledge, skills and capacities related to effective teaching including, but not limited

to, an understanding of the Australian Professional Standards for Teachers (APSTs), National Quality Standards (NQS), Early Years Learning Framework (EYLF), and the Victorian Early Years Learning Development Framework (VEYLDF)
- Further examination of legal responsibilities, duty of care and moral purpose
- Communicating with and involving parents/carers in the educative process
- Examining the notion of evidence-based practice in the context of professional practice
- Personal agency, autonomy and conducting personal needs analysis to inform goal setting
- Extending inquiries into professional practice and developing critical, creative, and reflective thinking capacities as well as interpersonal skills
- Using narrative to identify, examine and understand key roles associated with professional practice
- Making connections between different aspects of the Master of Teaching program and developing of a personal philosophy and professional identity related to teaching and learning

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.	S4	AT1, AT3
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	K2, K3	AT1

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, K4, K5, S1, S2	AT1, AT3
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	S3, S5, S6	AT2
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.	S5	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1 APST 1.2, 1.3, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 6.1, 6.3, 7.1, 7.2, 7.3	Participate in a 20-day professional experience in an early childhood setting with infants and toddlers. Receive report, Form A Professional Experience Assessment Report, from early childhood setting mentor teacher on identified standards	Professional Practice	S/N

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K5, S1, S2, S3, S4, S5, A1 APST 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 5.1, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2	Present evidence of development towards professional readiness. PSTs will use multiple forms of evidence (including mentor teacher classroom observations, curriculum documentation, child/parent/carer feedback, personal journals and classroom artefacts, and evidence drawn from Form B Student Teacher Learning Log, and Form C Reflective Self-Evaluation Report to demonstrate effective professional learning and classroom practice	Teacher Performance Portfolio	70 - 80%
K1, K3, K4, S6, A2, A3 APST 2.6, 3.7, 4.5, 6.1, 6.2, 6.3, 7.3, 7.4	Using the provided template, identify participation and communication strategies appropriate for early learning contexts. Propose how these strategies will support children's learning and building of partnerships with parents/carers	Written analysis	20-30%

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:

Refer to the library website for more information

Fed Cite - referencing tool
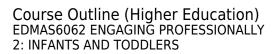
Professional Standards / Competencies:

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

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Yes	Introductory
2. Know the content and how to teach it		
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Introductory
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Introductory
2.5 Literacy and numeracy strategies Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Introductory
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Introductory
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory

3.5 Use effective classroom communication
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement. — Yes — Introductory

3.6 Evaluate and improve teaching programs
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning. — Yes — Introductory

3.7 Engage parents/ carers in the educative process
Describe a broad range of strategies for involving parents/carers in the educative process. — Yes — Introductory

4. Create and maintain supportive and safe learning environments

4.1 Support student participation
Identify strategies to support inclusive student participation and engagement in classroom activities. — Yes — Introductory

4.2 Manage classroom activities
Demonstrate the capacity to organise classroom activities and provide clear directions. — Yes — Introductory

4.3 Manage challenging behaviour
Demonstrate knowledge of practical approaches to manage challenging behaviour. — Yes — Introductory

4.4 Maintain student safety
Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements. — Yes — Introductory

5. Assess, provide feedback and report on student learning

5.1 Assess student learning
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. — Yes — Introductory

5.2 Provide feedback to students on their learning
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning. — Yes — Introductory

5.4 Interpret student data
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. — Yes — Introductory

5.5 Report on student achievement
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement. — Yes — Introductory

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

7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Introductory
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
7.4 Engage with professional teaching networks and broader communities Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Yes	Introductory