

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Engaging Professionally 2: Infants and Toddlers
<b>Unit ID:</b>	EDMAS6062
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	(EDMAS6031)
<b>Exclusion(s):</b>	(EDMAS6130)
<b>ASCED:</b>	070101

## Description of the Unit:

This unit 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:

Student is undertaking work experience in industry where learning and performance is not directed by the provider, but support is received from the provider. Fees (provider may charge a student contribution amount or tuition fee).

**Placement Component:** Yes - 20 days

**Supplementary Assessment:** No

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

## Course Level:

Level of Unit in Course	AQF Level of Course					
	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 observations, 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

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

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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.	Not applicable	Not applicable
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.	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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: <ul style="list-style-type: none"> <li>• Reflecting critically to generate and consider complex ideas and concepts at an abstract level</li> <li>• Analysing complex and abstract ideas, concepts and information</li> <li>• Communicate alternative perspectives to justify complex ideas</li> <li>• Demonstrate a mastery of challenging conventional thinking to clarify complex concepts</li> <li>• Forming creative solutions in problem solving to new situations for further learning.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally</li> <li>• Collating, managing complex data, accessing and using digital data securely</li> <li>• Receiving and responding professionally to messages in a range of professional digital media</li> <li>• Contributing competently and professionally to digital teams and working groups</li> <li>• Participating at a high level in digital learning opportunities.</li> </ul>	Not applicable	Not applicable
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: <ul style="list-style-type: none"> <li>• Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts</li> <li>• Professionally committing to the promulgation of social responsibility</li> <li>• Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others</li> <li>• Generating, leading and implementing required actions to foster sustainability in their professional and personal life</li> </ul>	Not applicable	Not applicable

### 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/U
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%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
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%

**Adopted Reference Style:**

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)