



Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ENGAGING PROFESSIONALLY 2 (EARLY CHILDHOOD)
Unit ID:	EDMAS6130
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	(EDMAS6125)
ASCED:	070105

Description of the Unit:

This unit is designed to enable student teachers (STs) to continue to develop their understanding of the professional work of early childhood teachers and includes a professional experience to be able to apply their learning. Once again, STs create and experience a professional learning community where learning is enhanced through social processes, dialogue and personal reflection. Guided by a learning mentor STs will understand and critically examine professional teaching standards, roles and expectations and legal and ethical responsibilities. Using narrative writing 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:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: Yes

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

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Intermediate	■	■	■	■	✓	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Examine the Australian Professional Standards for Teachers, National Quality Standards and relevant curriculum (EYLF and VEYLDF) and understand how they can be used to enhance professional practice.
- K2.** Reflect on relevant Codes of Ethics (Early Childhood Australia Code of Ethics) for teachers and the impact on practice.
- K3.** Understand the legal responsibilities of teachers including Duty of Care.
- K4.** Describe a broad range of strategies for involving parents/carers in the educative process.
- K5.** Examine the role of professional associations and unions in education.
- K6.** Investigate the responsibilities and roles associated with being a member of a professional learning community.
- K7.** Conceptualise what matters most in our personal evolving professional identity.
- K8.** Transfer knowledge created across the program to professional practice.

Skills:

- S1.** Critically reflect on links between theory, professional practice and personal experiences; share personal thoughts, opinions and experiences; and listen actively to others.
- S2.** Demonstrate and develop teaching knowledge and skills through a 20 day professional placement, reflect critically on practice and actively seek and understand feedback.
- S3.** Develop teaching and learning goals based on the Australian Professional Standards for Teachers; National Quality Standards; EYLF and VEYLDF, collect evidence, identify what has been achieved and consider next steps for professional learning.
- S4.** Communicate effectively with colleagues in the University setting and in education and community contexts.
- S5.** Manage, organise and use documentation including professional readings and resources.
- S6.** Use online forums to share resources and strategies.

Application of knowledge and skills:

- A1.** Participate in a 20 day professional experience in an early childhood setting. Receive report from classroom mentor teacher on identified Graduate Level Standards.
- A2.** Present evidence of development towards professional readiness. STs 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.

Unit Content:

Topics include

- Critical analysis of knowledge, skills and capacities related to effective teaching including an

understanding of the Australian Professional Standards for Teachers, National Quality Standard (NQS), EYLF and 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 analyses 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 a personal philosophy related to teaching and learning.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K8 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. Receive report, Form A Professional Experience Assessment Report, from classroom mentor teacher on identified Professional Standards.	Professional Practice	S/N
K1, K2, K3, K5, K6, K7, K8 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, 2.2, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2,	Present evidence of development towards professional readiness. STs 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, K4, S6, A2, A3 APST 2.6, 3.7, 4.5, 6.1, 6.2, 6.3 7.3, 7.4	Describe a broad range of strategies for involving parents/carers in the educative process.	Online Forum	20-30%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)