

Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	ENGAGING PROFESSIONALLY 3 (EARLY CHILDHOOD)
Unit ID:	EDMAS6131
Credit Points:	15.00
Prerequisite(s):	(EDMAS6130)
Co-requisite(s):	Nil
Exclusion(s):	(EDMAS6127 and EDMAS6128)
ASCED:	070105

Description of the Unit:

This unit is the third in a suite of units designed to enable student teachers (STs) to critically attend to, participate in and experience, the many facets of professional engagement in teaching. STs create and experience a professional learning community where learning is enhanced through social processes, dialogue and personal reflection. Communication will take place on campus and in online environments. Guided by a learning mentor, STs will critically examine teaching and learning experiences in early childhood settings and make complex connections to prior learning. They will focus on bigger picture issues such as the emotional work of teachers, the changing culture of early childhood education and service improvement issues as well as their own personal questions, investigations and insights. STs will prepare an evidence-based professional portfolio that will form the basis of their assessment and will receive feedback from multiple sources. They will also learn how to apply for teaching positions in early childhood settings.

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.

CourseLevel:

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

Learning Outcomes:

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

Knowledge:

- K1.** Continue inquiries into professional issues related to teaching and learning, identifying significant questions, conducting research, trialing new approaches, evaluating practices and reflecting on learning and next steps.
- K2.** Develop deep understandings of the factors that enhance student learning.
- K3.** Investigate the emotional work of teachers.
- K4.** Understand and critically examine education improvement issues and the complexity of cultural change.
- K5.** Inquire more deeply into the Australian Professional Standards for Teaching and make links to theoretical perspectives and practical experiences related to effective teaching.
- K6.** Be aware of the requirements for applying for teaching positions in Government and non-Government Early Childhood settings including expectations in interviews.
- K7.** Understand key selection criteria identified by employers and ways to demonstrate knowledge, skills and capacities through evidence.
- K8.** Articulate personal theories, use the language of learning, and describe and justify the approaches they use as teachers.

Skills:

- S1.** Critically reflect on and examine links between theory, practice and personal views and values in order to extend understandings.
- S2.** Communicate effectively with colleagues in the University setting and in ECE and community contexts.
- S3.** Engage actively and thoughtfully in the Professional Learning Community and undertake leadership roles when appropriate.
- S4.** Use problem solving strategies to respond to professional issues.
- S5.** Develop teaching knowledge and skills through a seven week professional placement, reflect critically on practice and actively seek and understand feedback and take appropriate action.
- S6.** Develop teaching and learning goals based on the Australian Professional Standards for Teachers and personal needs and interests; collect evidence of achievements; identify what has been learned and consider next steps.
- S7.** Draw upon prior learning in the Master of Teaching program to inform practice.
- S8.** Organise and manage a wide range of documentation.
- S9.** Prepare a quality Professional Portfolio related to key teaching and learning experiences.
- S10.** Extend networks with professional associations in order to enhance professional learning.

Application of knowledge and skills:

- A1.** Participate in a 35 day professional experience in an early childhood setting. Receive report from classroom mentor teacher on identified Graduate Level Australian Professional Standards for Teachers.

- A2.** Complete specified tasks during the final professional placement involving planning, teaching and assessment components.
- A3.** Present evidence of professional readiness in relation to three goals linked to Graduate Level Standards. STs will present multiple forms of evidence to support their readiness to teach effectively and independently as well as learn in ongoing ways. The feedback sessions will involve a combination of ECE mentors, university mentors and peers.

Unit Content:

Topics to be covered may include:

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- Developing teaching and learning goals based on the Australian Professional Standards for Teachers, collecting evidence and articulating at round table discussions or online forums, what has been achieved and learned.
- Engaging in critical inquiries into practice and education and the tools to assist planning, thinking, documentation and decision-making.
- Identifying, through experience and reading, the characteristics of effective professional learning communities.
- Re-examining the nature and value of reflective practice.
- Identifying, applying and evaluating frameworks for curriculum planning, thinking, and enhancing teaching and learning.
- Preparing to apply for teaching positions and developing a Professional Portfolio.
- Re-examining the role that feedback plays in teaching and learning and designing tools for gathering feedback from students.
- Engaging in self-assessment.

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, K6, K7, K8 S1, S2, S4, S5, S6, S7, S8, S9, S10 A1, A2 1.1, 1.2, 1.3, 1.5, 1.6 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.2, 5.3, 5.4, 5.5 6.1, 6.3, 6.4 7.1, 7.2	Participate in a 35 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, K4, K5, K8 S1, S2, S3, S4, S5, S6, S7, S8 A1 1.1, 1.2, 1.3, 1.5, 1.6 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.2, 5.3, 5.4, 5.5 6.1, 6.2, 6.3, 6.4 7.1, 7.2, 7.3, 7.4	Conduct a teacher performance assessment during the final professional placement involving planning, teaching and assessment components based on the series of tasks identified in Form B, Student Teacher Learning Log, and undertaken during the placement.	Teacher performance portfolio	40 - 60%
K1, K2, K3, K4, K5, K8 S1, S2, S3, S4, S5, S6, S7, S8 A3 1.1, 1.2, 1.3, 1.5, 1.6 2.1, 2.2, 2.3, 2.5, 2.6 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 4.1, 4.2, 4.3, 4.4, 4.5 5.1, 5.2, 5.3, 5.4, 5.5 6.1, 6.2, 6.3, 6.4 7.1, 7.2, 7.3, 7.4.	Present evidence of professional readiness in relation to three goals linked to Graduate Level Standards. STs will present multiple forms of evidence to support their readiness to teach effectively and independently as well as learn in ongoing ways. Evidence to be drawn from Form B Student Teacher Learning Log, and Form C Reflective Self-Evaluation Report. The feedback session will involve a combination of ECE mentors, university mentors and peers.	Presentation	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 Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units 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 Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit No

Date:

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)