



Course Outline (Higher Education)

School:	School of Education
Course Title:	ENGAGING PROFESSIONALLY 3 (EARLY CHILDHOOD)
Course ID:	EDMAS6131
Credit Points:	15.00
Prerequisite(s):	(EDMAS6130)
Co-requisite(s):	Nil
Exclusion(s):	(EDMAS6127 and EDMAS6128)
ASCED:	070105

Description of the Course:

This course is the third in a suite of courses 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)

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	✓	■

Learning Outcomes:

On successful completion of the course 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.

Course 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.

Values:

- V1.** Understanding the significance of ongoing learning within the profession and reflective practice.
- V2.** Awareness of ethical and social norms, the influence teachers have on students and understanding the moral purpose of education.
- V3.** Engage with, contemporary social and cultural issues and aspire to make meaningful and helpful contributions to local, national and global communities.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, K5, K7, K8, S1, S5, S8, S9, A1, A2, A3	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K6, S4, S6, S7, A1, A2	AT1, AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K5, K7, S4, S5, S6, S7, S8, S9, A1 A2 A3	AT1, AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K5, K6, K7, S4, S5, S6, S7, S8, S9, A1, A2, A3	AT1 AT2, AT3

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K8, S3, S4, S5, S6, S7, S8, S9, A1, A2, A3	AT1, AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning 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%

Adopted Reference Style:

APA

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

 Fed Cite - [referencing tool](#)