

# Course Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Course Title:</b>	ENGAGING PROFESSIONALLY 3: EDUCATION FOR PRIOR-TO-SCHOOL CHILDREN
<b>Course ID:</b>	EDMAS6162
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(EDMAS6026 and EDMAS6062)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EDMAS6131)
<b>ASCED:</b>	070101

## Description of the Course:

This course is the third in a suite of courses designed to enable Pre-Service Teachers (PSTs) to critically attend to, participate in and experience, the many facets of professional engagement in teaching through a 30-day Professional Experience placement with children aged three to five years old. PSTs will 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, PSTs 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. PSTs will prepare an evidence-based professional portfolio that will form the basis of their assessment and will seek feedback from multiple sources.

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Continue inquiries into professional issues related to teaching and learning, identifying significant questions, conducting research, trialling new approaches, evaluating practices, and reflecting on learning and next steps
- K2.** Develop deep understandings of the factors that enhance children's 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 Teachers (APSTs) and make links to theoretical perspectives and practical experiences related to effective teaching
- K6.** 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 to extend understandings
- S2.** Communicate effectively and professionally with colleagues in the University setting and in early education and community contexts
- S3.** Engage actively and thoughtfully in the professional learning community and undertake leadership roles where appropriate and use problem solving strategies to respond to professional issues
- S4.** Draw upon prior learning in the Master of Teaching program to inform practice and further develop teaching knowledge and skills through a 30-day professional placement.
- S5.** Reflect critically on practice and actively seek and understand feedback and take appropriate action to further develop teaching and learning goals based on Australian Professional Standards for Teachers, personal needs, and interests; collect evidence of achievement; identify personal learning and consider next steps
- S6.** Collect, organise, and manage a wide range of documentation in ethical and professional ways
- S7.** Prepare a quality professional portfolio related to key teaching and learning experiences
- S8.** Further explore networks with professional associations to enhance professional learning

#### Application of knowledge and skills:

- A1.** Participate in a 30-day professional placement 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, programming, teaching, and assessment components

- A3.** Present evidence of professional readiness in relation to three goals linked to Graduate Level Standards. PSTs will present multiple forms of evidence to support their readiness to teach effectively and independently as well as learn in ongoing ways

### Course Content:

- 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
- Re-examining the role that feedback plays in teaching and learning
- The environment as the third teacher
- Leading others in the early childhood setting
- Engaging in self-assessment

### 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 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: <ul style="list-style-type: none"> <li>• Using and demonstrating a high level of verbal and non-verbal communication</li> <li>• Demonstrating a mastery of listening for meaning and influencing via active listening</li> <li>• Demonstrating and showing empathy for others</li> <li>• High order skills in negotiating and conflict resolution skills</li> <li>• Demonstrating mastery of working respectfully in cross-cultural and diverse teams.</li> </ul>	S2, S3, S5, A1, A2, A3	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> <li>• Creating and sustaining a collegial environment</li> <li>• Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions</li> <li>• Inspiring and initiating opportunities to lead others</li> <li>• Making informed professional decisions</li> <li>• Demonstrating initiative in new professional situations</li> </ul>	K4, K6, S2, S3, S4, S5, S8, A1, A2	Not applicable
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>	K1, K2, K3, K5, K6, S1, S2, S3, S4, S5, S7, S8, A1, A2, A3	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>	S6, S7, A1, A2, A3	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>	K6	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, K5, S1, S2, S4, S5, S6, A1, A2, APST 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 30-day professional placement 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
K2, K5, K6, S1, S2, S3, S4, S6, A1, A2, APST 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	Develop an indoor and outdoor learning programme plan that considers the room as the third teacher. This programme plan will be implemented while on Professional Experience Placement when the PSTs are in full control of the group in the final two weeks (10 days). The Programme Plan is expected to be modified-in-action to continue to meet the children's needs and agency. The Programme Plan must incorporate teaching strategies, resources and learning support materials that are holistic and meet the needs of the age group PSTs are teaching. PSTs must incorporate how each learning area, both indoor and outdoor and intended outcomes meet the Early Years Learning Framework (EYLF) and what teaching strategies they used to meet these. After implementation of the Programme PSTs will write a reflection on the effectiveness of each learning area in relation to developing children's agency and levels of inquiry.	Programme planning	40%-60%
K1, K2, K3, K4, K5, K6, S1, S2, S3, S4, S5, S6, S7, S8, A3, APST 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 continued development towards professional readiness. PSTs will use multiple forms of evidence (including but not limited to Mentor Teachers classroom observation/feedback, curriculum documentation, child/parent/carer feedback, personal reflective journals, classroom artefacts, and evidence drawn from Professional Experience Placement, Form B, Pre-service Teacher Learning Log and Form C, Reflective Self-Evaluation Report, along with evidence of learning throughout the Master of Teaching program, to demonstrate effective classroom practice; educational leadership and ongoing professional learning	Teacher performance e-portfolio	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 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:**

APA

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		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Advanced
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
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	Advanced
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
2. Know the content and how to teach it		
2.1 Content and teaching strategies of the teaching area Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Yes	Advanced
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Advanced
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Advanced

<p>2.5 Literacy and numeracy strategies          Know and understand literacy and numeracy teaching strategies and their application in teaching areas.</p>	<p>Yes</p>	<p>Advanced</p>
<p>2.6 Information and Communication Technology (ICT)          Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.</p>	<p>Yes</p>	<p>Advanced</p>

#### Professional Practice

### 3. Plan for and implement effective teaching and learning

<p>3.1 Establish challenging learning goals          Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.2 Plan, structure and sequence learning programs          Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.3 Use teaching strategies          Include a range of teaching strategies.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.4 Select and use resources          Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.5 Use effective classroom communication          Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.6 Evaluate and improve teaching programs          Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.</p>	<p>Yes</p>	<p>Advanced</p>
<p>3.7 Engage parents/ carers in the educative process          Describe a broad range of strategies for involving parents/carers in the educative process.</p>	<p>Yes</p>	<p>Advanced</p>

### 4. Create and maintain supportive and safe learning environments

<p>4.1 Support student participation          Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Advanced</p>
<p>4.2 Manage classroom activities          Demonstrate the capacity to organise classroom activities and provide clear directions.</p>	<p>Yes</p>	<p>Advanced</p>



4.3 Manage challenging behaviour Demonstrate knowledge of practical approaches to manage challenging behaviour.	Yes	Advanced
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Advanced
4.5 Use ICT safely, responsibly and ethically Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Yes	Advanced
<b>5. Assess, provide feedback and report on student learning</b>		
5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Advanced
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	Advanced
5.3 Make consistent and comparable judgements Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Yes	Advanced
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Advanced
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	Advanced
<b>Professional Engagement</b>		
<b>6. Engage in professional learning</b>		
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	Advanced
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Advanced

<p>6.3 Engage with colleagues and improve practice          Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.</p>	Yes	Advanced
<p>6.4 Apply professional learning and improve student learning          Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.</p>	Yes	Advanced
<p>7. Engage professionally with colleagues, parents/carers and the community</p>		
<p>7.1 Meet professional ethics and responsibilities          Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p>	Yes	Advanced
<p>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.</p>	Yes	Advanced
<p>7.3 Engage with the parents/carers          Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p>	Yes	Advanced
<p>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.</p>	Yes	Advanced