

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	PROFESSIONAL EXPERIENCE EARLY CHILDHOOD FINAL
<b>Unit ID:</b>	EEZED4722
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(EEZED4721)
<b>ASCED:</b>	070101

## Description of the Unit:

This unit supports the final professional experience in the Bachelor of Education (Early Childhood Education) in which Pre Service teachers (PSTs) complete 30 days of Professional Experience in an early childhood centre with children from three years of age to school entry. PSTs are required to complete the expectations outlined in Professional Experience Assessment Report (Form A). Assessment of PST achievement against all Australian Professional Standards for Teachers is undertaken at the completion of the placement by the Mentor Teacher. The PSTs will document their professional learning in Professional Experience Pre Service Teacher Learning Log (Form B) supported by their assigned University Mentor. They will also record reflections on their learning by completing the reflective Self-Evaluation Report (Form C). This will take place in collaboration with their Mentor Teacher.

**Grade Scheme:** Ungraded (S, UN)

## 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.

**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	■	■	■	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	✓	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Contextualise and extend knowledge and skills considered within the early childhood education in order to provide a strong basis for ongoing professional learning
- K2.** Examine the depth, complexity and constraints of Early Childhood environments through observation and participation in learning experiences and through teaching and reflecting on learning
- K3.** Consider and apply learning theory and practice applicable to the early childhood teaching discipline.

#### Skills:

- S1.** Reflect upon learning at University and upon learning and teaching practice in early childhood settings.
- S2.** Identify, articulate and explore questions that arise from observations in the learning setting as well as professional reading, research and practice.
- S3.** Engage sensitively and ethically with all stakeholders across the learning community.
- S4.** Effectively utilise a broad range of communication modes and technologies in their roles as early childhood professionals.

#### Application of knowledge and skills:

- A1.** Set personal learning goals and document evidence of professional practice, professional knowledge and professional engagement as articulated in the Australian Professional Standards for Teachers (Graduate Level) and as part of the Graduate Teacher Performance Assessment.
- A2.** Bring insights from experiences in early childhood settings to Federation University studies and share these in professional conversations with peers and lecturers.
- A3.** Practise teaching and put into practice feedback regarding personal teaching performance.
- A4.** Plan, deliver and evaluate learning experiences so that children's learning is effectively and clearly conceptualised.
- A5.** Work collaboratively and communicate effectively with children, professionals, colleagues and parents.

#### Unit Content:

This is a professional experience placement in an education setting in which all learning and assessment takes place in that setting.

#### 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	<p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self -awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	<p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>Collating, managing, accessing and using digital data securely</li> <li>Receiving and responding to messages in a range of digital media</li> <li>Contributing actively to digital teams and working groups</li> <li>Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	<p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>Committing to social responsibility as a professional and a citizen</li> <li>Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>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, S1, S2 A1, A2, A3, A4, A5 APST: 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0.	Demonstrate achievement of the Australian Professional Standards for Teachers - Mentor Teacher records assessment against the standards in the Professional Experience Assessment Report (Form A)	Hurdle	S/UN
K1, K2, K3 S1, S2, S3, S4 A1, A2, A3, A4, A5 APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Establish, reflect and evaluate learning goals and professional learning against the Australian Professional Standards for Teachers in the Pre Service Teacher Learning Log (Form B)	Hurdle	S/UN
	Complete 30 days placement in an early childhood centre	Hurdle	S/UN

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S2, S3, A1, A2, A3. APST 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0	Complete Reflective Self-Evaluation Report (Form C)	Hurdle	S/UN

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)