

**FACULTY OF EDUCATION AND ARTS
SCHOOL OF EDUCATION
SEMESTER 1, 2021**

**EDCX202: CURRICULUM DECISION-MAKING IN THE EARLY YEARS: CONNECTIONS AND
CONTINUITIES
UNIT OUTLINE**

Credit points: 10

Prerequisites / incompatibles: Nil

Position in course map:

Course	Unit code	Year	Semester
Bachelor of Education (Early Childhood and Primary)	EDCX202	2	1
Bachelor of Early Childhood Education (Birth to Five Years)	EDCX202	2	2

N.B. Students enrolling in units which do not follow the sequence recommended in their Program Map cannot be guaranteed a clash free timetable nor completion within the minimum time.

Description:

This unit introduces pre-service teachers to curriculum studies in early childhood education. Students investigate a range of historical, contemporary and critical perspectives about curriculum in early childhood education, including how constructions of childhood influence constructions of curriculum. Emphasis will be given to the roles early childhood teachers play in building curriculum continuities across children's prior experiences and their current and future learning. Students will learn about the range of factors that influences curriculum documents and curriculum practice. They will investigate early childhood pedagogy that impacts on learning, teaching and assessment, and which supports connections and continuities across diverse contexts. Students will engage with a range of current early childhood policies and curriculum documents. Students will develop relationship skills to enable professional connections and continuities and analyse their roles as professional practitioners and advocates. Pre-service teachers are challenged to reflect on these roles and to articulate a vision for their teaching that embodies respect for human dignity in all dimensions of their personal lives and professional practice. Students' learning in this unit is explored and put into practice through guided field experience and block practicums with children in the 3-5 year old age range.

Relationship to Other Units:

This unit includes the first professional experience involving up to 10 individual days plus one 15 day block of integrated professional experience in an educational setting.

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- Email or LEO forums:
 - **to ask questions about content and assessment please use the online forums**
 - from your student email account include EDAC316 Student Enquiry in the RE bar
 - from within LEO please include EDAC316 and your first and last name at the beginning of the message
 - Please note that email sent from other accounts may not be responded to.

Mode/attendance pattern: This unit has an embedded practicum. Students attend this unit on campus and at their practicum placement site. During the 12 week teaching semester, students attend Lectures, Practicum Briefings, Tutorials, 10 individual days practicum, Practicum Debriefing Workshops. After the completion of the teaching semester, students undertake an additional 15 days practicum.

All students are expected to attend lectures, and to participate fully in tutorials. Students should also use the LEO site in order to access learning and teaching materials.

- Attendance of practicum is compulsory
- Attendance of practicum briefings is compulsory
- Attendance of Practicum Debriefing Workshops is compulsory.

The 10 individual days practicum have been timetabled to be undertaken two days a week for five weeks during the teaching semester. These days are supported by Practicum Debriefing Workshops. The 15 days practicum is timetabled to take place as a three week block placement.

The organisation of the individual days, and block placement is identified below. Attendance of the practicum is compulsory. For more detail see the weekly schedule.

Lecture Week 1	No Practicum
Lecture Week 2	No Practicum
Lecture Week 3	No Practicum
Lecture Week 4	Individual Prac Day 1 Individual Prac Day 2
Lecture Week 5	Individual Prac Day 3 Individual Prac Day 4
UA Vacation Week	No Practicum
Lecture Week 6	No Practicum
Lecture Week 7	Individual Prac Day 5 Individual Prac Day 6
Lecture Week 8	Individual Prac Day 7 Individual Prac Day 8
Lecture Week 9	Individual Prac Day 9 Individual Prac Day 10
Lecture Week 10	No Practicum
Lecture Week 11	No Practicum
Lecture Week 12	No Practicum Prac Block Week 1 Prac Block Week 2 Prac Block Week 3

Practicum dates that fall on public holidays will need to be made up. Make up days need to be advised by email to the School of Education, negotiated with your centre, and noted on your attendance sheet.

Please note:

Placement details will be supplied by the Professional Experience Placement Office.

Synchronous (same time) attendance is required for the classes designated below in accordance with the Assessment Policy of Australian Catholic University that states:

8.2 Compulsory or minimum levels of attendance may be prescribed for any professional experience or community experience program or any practical, laboratory or skill-based classes in which attendance is integral to achievement of the learning outcomes of the unit.

*Attendance at the sessions listed below is **compulsory**. These sessions are essential opportunities for students to achieve and demonstrate the learning outcomes. Reasons for the compulsory synchronous requirement are also listed below:*

<i>Sessions</i>	<i>Learning outcomes and reason for compulsory attendance</i>
<i>Practicum:</i> <ul style="list-style-type: none"> • 10 Individual days during semester • 3 week block. 	<i>Learning Outcome 5 - 25 days compulsory attendance of practicum</i>
<i>Practicum Briefing:</i> <ul style="list-style-type: none"> • Lecture Week 3 • Lecture Week 12 	<i>Learning Outcome 5</i> <ul style="list-style-type: none"> • Briefing for 10 individual practicum days • Briefing for 3 Week Block
<i>Practicum Debriefing Workshops:</i> <ul style="list-style-type: none"> • Tutorial week 4 • Tutorial week 5 • Tutorial Week 6 • Tutorial Week 8 • Tutorial Week 9 	<i>Learning Outcome 3, 4, 5</i> <ul style="list-style-type: none"> • Developing and reflecting on core skills, knowledge and practices related to the practicum.

An attendance record is maintained by the student in conjunction with their placement site during the practicum. An attendance record will be maintained for Practicum Briefings and Practicum Debriefing Workshops.

- Students who do not attend Practicum Briefings, will be required to demonstrate sufficient knowledge of the requirements of the practicum by providing a five minute recorded summary detailing their understanding of the advice in the briefing. This will be submitted to the LIC as negotiated with the student.
- Students who do not attend Practicum Debriefing Workshops, will be required to demonstrate the knowledge and skills focused on in the workshops in order to be eligible to attend the block component of their placement. This will involve providing evidence in their prac folder that they have engaged with sufficient reflection and identified appropriate resources to support them in the components they have missed in the workshops
- Students who do not meet the attendance requirements of the practicum will not be able to pass the practicum, and will receive an NH, which translates to a fail for this unit.

Duration:

This unit runs over a 12 week semester, with an additional 3 week block practicum. You should anticipate:

- 36 hours of directed study (Directed study might include lectures, tutorials, practicum briefings, practicum debriefing workshops).
- 10 days individual days practicum
- 3 weeks block practicum directly following on from week 12.

It is expected that you will also engage in significant amounts of self-directed learning in this unit (110+ hrs). For example, this time could include engagement through reading, summarising, reviewing lecture and tutorial work, critical reflection, contributing to online discussions/wikis and forums in LEO and assignment preparation.

LEARNING OUTCOMES

This unit contributes to a professional program that requires development of particular attributes that were established during the program's internal approval and external accreditation processes.

On successful completion of this unit, you should be able to:

1. reflect on the ethical and professional roles and responsibilities of the early childhood teacher through multiple lenses (AGTS 7.1; ACECQA E2, E3; F3)
2. articulate a vision for pedagogy and early childhood curriculum decision-making that is informed by reflection on historical, contemporary and critical perspectives in early childhood education (AGTS 1.2, 1.3, 1.4; ACECQA C1, C2, C4, C7, All of E)
3. analyse and use early childhood curriculum policies, documents and guidelines at the national, state, system and local levels, to develop an awareness of planning and curriculum decision making that supports continuities in children's learning (AGTS 1.2, 1.3, 1.4; ACECQA A8, B1, B2, B9, C1, C2, C4, D1, E2)
4. explore and evaluate a range of strategies that facilitate collaborative relationships with children, families and colleagues in planning for learning (AGTS 1.2, 1.3, 1.4, 3.1, 7.3; ACECQA B9, D1)
5. undertake the requirements of the integrated Professional Experience component of this unit (details provided in the EDCX202 PCE Handbook)

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Professional Standards are a public statement that describes the professional knowledge, professional practice and professional engagement required of teachers. The Standards also underpin registration decisions at different career junctures. For teacher registration purposes, the 'Graduate' Standards are the benchmark for those completing initial teacher education programs and applying for provisional registration. You can view the complete set of standards

here: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers>

On successful completion of this unit, you should have developed your ability to:

- 1.2 Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- 3.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 7.1 Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
- 7.3 Understand strategies for working effectively, sensitively and confidentially with parents/carers.

GRADUATE ATTRIBUTES

Each unit in your program contributes in some way to the development of the ACU Graduate Attributes which you should demonstrate by the time you complete your course. You can view the ACU Graduate Attributes for all courses at <http://www.acu.edu.au/204356>. All Australian universities have their expected graduate attributes – ACU's Graduate Attributes have a greater emphasis on ethical behaviour and community responsibility than those of many other universities. All of your units will enable you to develop Graduate Attributes.

On successful completion of this unit, you should have developed your ability to:

- GA3 apply ethical perspectives in informed decision making
- GA4 think critically and reflectively
- GA5 demonstrate values, knowledge, skills and attitudes appropriate to the discipline and/or profession
- GA8 locate, organise, analyse, synthesise and evaluate information

ACECQA CRITERIA

On successful completion of this unit, pre-service teachers should have developed the following specific knowledge:

- A. Psychology and child development**
 - A8. Transitions and continuity of learning (including transition to school)
- B. Education and curriculum studies**
 - B1. Early Years Learning Framework
 - B2. The Australian curriculum
 - B9. Curriculum planning, programming and evaluation
- C. Early childhood pedagogies**
 - C1. Alternative pedagogies and curriculum approaches
 - C2. Play based pedagogies
 - C4. Teaching methods and strategies
 - C7. Contemporary society and pedagogy
- D. Families and community partnerships**
 - D1. Developing family and community partnerships
- E. History and philosophy of early childhood**
 - E1. Historical and comparative perspectives
 - E2. Contemporary theories and practice
 - E3. Ethics and professional practice
- F. Early childhood professional practice**
 - F3. Identity

CONTENT

Topics will include:

- Early childhood teachers have professional and ethical responsibilities including working collaboratively with parents, colleagues and community members to develop and advocate for effective early childhood programs.
- Professional reflection from a range of perspectives about the role of the early childhood educator, curriculum, pedagogy and assessment is crucial to the work of early childhood teachers.
- Curriculum decision-making is informed by a range of factors including local, national and globalised contexts, the diverse backgrounds of those who participate in and contribute to early childhood programs, curriculum policy, pedagogy and assessment.
- Early childhood education is constructed historically, culturally, contextually and socially and meets a range of intended and unintended purposes

- The changing and dynamic nature of curriculum and curriculum policy requires early childhood teachers to understand the implications of interpreting curriculum policy in educational settings, including its impact on pedagogy, resources (including learning environments and diverse communities).

QUALITY ASSURANCE AND STUDENT FEEDBACK

This unit has been evaluated through the 'Student Evaluation of Learning and Teaching' (SELT) online surveys.

Additional discussion time has been added to tutorials to discuss the practicum experience Assessment item task one has become an in tutorial assessment task

SELT surveys are usually conducted at the end of the teaching period. Your practical and constructive feedback is valuable to improve the quality of the unit. Please ensure you complete your SELT survey for this unit. You can also provide constructive feedback at other times to the unit lecturers, course coordinators and/or through student representatives.

SCHEDULE

For the most up-to-date information, please check your LEO unit and also note advice from your lecturing and tutoring staff for changes to this schedule.

Week Starting	Topics	Weekly Tasks/ Due Dates
Week 1 1/03/2021	<p>Lecture: Setting the Scene</p> <ul style="list-style-type: none"> • Introduction to the Unit • Early Childhood Education in contemporary contexts <p>Tutorial:</p> <ul style="list-style-type: none"> • Establishing working groups • Unpacking assessment • Small group task: Talking about teaching, teachers and children 	<p>Readings</p> <p>Chapter 1: Setting the Scene. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020).</p> <p>Chapter 5: Developing Philosophies. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020).</p> <p>Extension Readings</p> <p>Cannella, G. (2010). Early childhood curriculum. In C. Kridel (Ed.), Encyclopedia of curriculum studies. (pp. 304-307). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412958806.n168</p> <p>Cannella, G. (2010). Early childhood curriculum, history of. In C. Kridel (Ed.), Encyclopaedia of curriculum studies. (pp. 307-309). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412958806.n169</p>

<p>Week 2 08/03/2021</p>	<p>Lecture: Contexts for thinking about the teaching:</p> <ul style="list-style-type: none"> • Cultural, Theoretical, Social, Family, Centre, Policy <p>Tutorial:</p> <p>Teaching with context in mind</p> <ul style="list-style-type: none"> • Thinking about a Plan-do-reflect sequence to learning in a contextual framework • Planning for assessment item 1a <ul style="list-style-type: none"> ○ Poster layout ○ How do I present my self professionally? ○ What should I write about? 	<p>Readings</p> <p>Chapter 2: Children in the context of families and communities. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020). (see reading guide)</p> <p>Chapter 3: Thinking about children: play, learning and development. (Arthur, Beecher, Death, Dockett & Farmer (2020). (see reading guide)</p>
<p>Week 3 15/03/2021</p>	<p>Compulsory Lecture: Practicum Briefing</p> <p>Tutorial: Preparing for prac</p> <ul style="list-style-type: none"> ○ Observing first steps ○ Reflecting first steps 	<p>Readings:</p> <ul style="list-style-type: none"> ○ EDXC202 Practicum Guide ○ Complete the Professional Experience Preparation Program on LEO: https://leo.acu.edu.au/course/view.php?id=18730 ○ Visit the WIL site and complete the Pre Placement Checklists <p>Assessment item 1a due in tutorials.</p>
<p>Week 4 22/03/2021</p>	<p>Lecture: What is Reflective Practice in the field of Early Childhood? Being a reflective practitioner</p> <ul style="list-style-type: none"> • Reflecting on my role as a teacher <p>Compulsory Practicum Debriefing Workshop 1</p> <ul style="list-style-type: none"> • Reflecting on documentation 	<p>Readings</p> <p>Chapter 4: Reflective and evaluative practice. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020).</p> <p>Individual Prac days 1 & 2</p>
<p>Week 5 29/03/2021</p>	<p>Lecture: Understanding early learning settings</p> <p>Compulsory Practicum Debriefing Workshop 2</p> <ul style="list-style-type: none"> • Reflecting on observations 	<p>Readings</p> <p>Chapter 6: Understanding the setting. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020)</p>

	<ul style="list-style-type: none"> Developing Philosophies 	Individual Prac days 3 & 4
31/03/2021	CENSUS DATE Final date to withdraw from a unit via Student Connect with no financial or academic penalty.	
5/04/2021	Vacation Week	
Week 6 12/04/2021	Lecture: Curriculum Approaches and pedagogies. Compulsory Practicum Debriefing Workshop 3 <ul style="list-style-type: none"> Reflecting on pedagogies Compulsory Practicum Debriefing Workshop 3 <ul style="list-style-type: none"> Reflecting on pedagogies Reflecting on planning 	Readings Chapter 7: Curriculum Approaches and pedagogies. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020))
Week 7 19/04/2021	Lecture: Assessing and planning for learning in the early years Tutorial: Making judgments – Moderating, monitoring, giving feedback and reporting in the early years	Readings Chapter 8: Assessing and Planning for Children's learning. Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020)) Individual Prac days 5 & 6 Assessment 1 B due 23/04/2021 via turnitin
Week 8 26/04/2021	Lecture: Preparing for assessment item 2. Tutorial: Online Activity: Auditing curriculum against practice.	The Early Years Learning Framework Australia. Dept. of Education Employment and Workplace Relations., & Council of Australian Governments. (2009). Belonging, being & becoming : the early years learning framework for Australia. Canberra, A.C.T.: Dept. of Education Employment and Workplace Relations for the Council of Australian Governments. The Australian Curriculum Online – Foundation to Year 2 Australian Curriculum Assessment and Reporting Authority. (2012a). The Australian Curriculum Online. Retrieved 18 May, 2012, from

		http://www.australiancurriculum.edu.au/ Individual Prac days 7 & 8
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Week 9 03/05/2021 Labour Day Public Holiday ALL ONLINE CONTENT	What is documentation in Early Childhood Education? Compulsory Practicum Debriefing Workshop 4: Reflecting on documenting children's learning <ul style="list-style-type: none"> ○ Documenting the learning ○ Documenting the program ○ Documenting while on prac 	Kati Rintakorpi (2016) Documenting with early childhood education teachers: pedagogical documentation as a tool for developing early childhood pedagogy and practices, <i>Early Years</i> , 36:4, 399-412, doi: 10.1080/09575146.2016.1145628 (download from the ACU Library) Individual Prac days 9 & 10
Week 10 10/05/2021 <ul style="list-style-type: none"> • Labour Day 4 May 	Lecture Theorising curriculum decision-making Online book	Chapter 11 Towards Curriculum Reflection in Curriculum Work: Smith, D., & Lovat, T. (2003). <i>Curriculum : action on reflection</i> (4 th ed.). Tuggerah, N.S.W: Social Science Press.
Week 11 17/05/2021	Lecture: Ethical Practice in the early Years Tutorial: Ethical delimmias.	Early Childhood Australia Code of Ethics Stonehouse, A. (2017). The code of ethics: A cornerstone for our profession. <i>Every Child</i> , 23(1), 12-13.(Download from ACU Library)
Week 12 24/05/2021	Lecture Compulsory Practicum Briefing Tutorial: Developing learning environments that work for young children	Chapter 10 Learning Environments in Programming and planning in Early Childhood Settings (Arthur, Beecher, Death, Dockett & Farmer (2020) Assessment item 2 due 26/05/2021
31/05/2021	WEEK 1 BLOCK PEP Observation, individual daily planning, reflection	
31 May is the final date to withdraw from a unit via Student Connect with a Withdrawn Fail (WN) grade recorded on your academic transcript. Financial liability remains.		
07/06/2021	WEEK 2 BLOCK PEP Observation, individual daily planning, group planning and reflection	Interim report due
14/06/2021	WEEK 3 BLOCK PEP	Final report due

	Observation, week and daily planning, reflection	Attendance record due
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ASSESSMENT

The assessment tasks for this unit are designed for you to demonstrate your achievement of the learning outcomes.

In order to demonstrate sufficient achievement against the learning outcomes and to achieve a passing grade in the unit, it is a requirement that all assessment tasks must be submitted.

Assessment tasks	Due date	Weighting (%)	Learning outcome/s assessed	Graduate Attributes assessed
Hurdle Task: 25 Days PEP and preparation modules	18/06/2021 School of Education	Pass/Fail	5	
Assessment Task 1A: Introductory Poster: Introduce yourself as an educator to the kindergarten community where you will be undertaking your practicum	Week 3 in tutorials (may be handed in any time after week 1)	10%	1, 4	4,5
Assessment Task 1B: Philosophy Statement connected to professional standards (ACECQA and AITSL)	23/04/2021 11:59 pm via turnitin	40%	1,2	4,5,8
Assessment Task 2: Contextual analysis of the implementation of a kindergarten curriculum program	26/05/2021 11:59 pm via turnitin	50%	1,2,3,4	3,4,5,8

Guide for awarding Overall Grade: (min standards)

The Overall Grade for this unit will be based on a student's performance on the assessment tasks and the LiC's professional judgement about the student's demonstration of the learning outcomes.

Students will be assigned a mark for each assessment task. The combined total score out of 100% will be used to determine the final grade as per the table below.

Overall Grade	Descriptor	Minimum total assessment score
HD	Consistent evidence of comprehensive understanding of the unit content; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; substantial originality and insight in identifying, creating and developing arguments, perspectives and critical evaluation of problems; and high level of communication and application appropriate to the discipline.	85%
DI	Consistent evidence of very high level of understanding of unit content; development of relevant skills to a high level; evidence of creative insight and ability to apply relevant skills and theories as well as interpretive and analytical ability; and demonstration of appropriate and highly effective communication.	75%
CR	Evidence of a good level of understanding, knowledge and skill development in relation to unit content; and demonstration of high level of interpretive and analytical ability.	65%
PA	Evidence of satisfactory understanding of basic unit content; development of relevant skills to a competent level; adequate interpretive and analytical ability; and adequate communication of information and concepts in terms of disciplinary requirements or conventions.	50%
NF	Students who have only 1 NF grade per semester of study may be eligible for a supplementary assessment. An email will be sent to students who are eligible.	45%
NN	Little or no attainment of learning outcomes, with limited understanding of course content or skill development	0

The final grade for this unit will be awarded by calculating a numerical score on a 100 point scale. The steps to achieve this will be:

1. Performance against each criterion in each assessment task will be graded using a standard
2. Each Standard will be given a grade, which will be shown on the criteria sheet for the task. Each Standard will be given a numerical grade of 0 - 6
3. For Assessment Task 1, the numerical grades from the standards will be from 0 – 6.
4. The 2 criteria will be summed to give a score out of 12 and then scaled to give a score out of 10
5. For Assessment Task 2, the numerical grades from the 3 criteria will be summed to give a score out of 18 and then scaled to give a score out of 40.
6. For Assessment Task 3, the numerical grades from the 5 criteria will be summed to give a score out of 30 and then scaled to give a score out of 50.
7. The three scores will be summed to give a total score out of 100. Non submission of a task will result in a score of 0 for that task.
8. The above table will be consulted and the Overall Grade for the unit awarded. All scores may be subject to moderation and are considered interim until approved by the School of Education Assessment Committee.

This unit contains a Hurdle Task in the form of an embedded Professional Experience or Community Engagement Placement. To pass this unit, the hurdle task and all academic assessment tasks must be satisfactorily completed. Failure to satisfactorily complete the hurdle task in this unit will result in a maximum mark of 49% and a grade of NH (Hurdle Fail). This is the case even if all other academic requirements have been met. Students with an NH grade are not eligible for supplementary assessment in the unit. No credit for the unit will be awarded. If the unit is a requirement for course completion, the whole unit will need to be repeated and successfully passed at a later date.

ASSESSMENT TASKS

25 Days PEP

A hurdle task is a task or activity that is marked on a pass/fail basis and is required to pass the unit but does not contribute to the final grade.

You must successfully complete this task to pass the unit.

Due date:	18/06/2021
Length and/or format:	25 days (10 days observation/ individual tasks; 15 days in a block)
Purpose:	To demonstrate your professional capability as a kindergarten teacher
Learning outcomes assessed:	5
How to submit:	The supervising teacher is required to complete a formal professional experience Report Form for the pre-service teacher by the end of the professional experience. The pre-service teacher must have read, responded to and signed the report by the end of the last day of the professional experience period. It is the responsibility of the pre-service teacher to submit the following items to the Professional Experience Office: attendance record, Professional Experience Reports within 10 business days of completing their professional experience placement to the Professional Experience Office. If this deadline is not met, an unsatisfactory grade will be awarded for the unit.
Return of assignment:	A copy should be scanned and kept by the student.
Assessment criteria:	Students must achieve a pass on the final report.

Assignment 1

Assignment 1a

Introductory Poster

Students will make a poster. The purpose of the poster is to introduce you to the centre community where you are undertaking your placement. The focus of the poster is on you as a professional educator, and should be concerned with aspects of your life that relate to that, and the roles of the teacher that are discussed in tutorials and lectures. The poster should:

- introduce you as a professional educator who is a preservice teacher
- provide the basis for a constructive relationship between you as an educator and the educational and care service in which you will be working
- work as a starting point for a professional partnership with parents.

Due date: *In tutorials Week 3 (May be handed in earlier)*

Weighting: 10%

Assignment 1B

Philosophy Statement connected to professional standards

Students will write a personal philosophy relevant to working as a teacher in early childhood education (0-8 years). The personal philosophy should identify:

- understandings and beliefs about young children and how they learn
- understandings and beliefs about effective pedagogies for the early years
- understandings and beliefs about ethical and professional roles and responsibilities of the early childhood teacher.

Statements of belief will be written about each of the above. Each statement of belief should be followed by a discussion, which draws on evidence from literature to explain the ideas, and supports your statement. The belief statement and discussion should then culminate in statement about practice. It is expected that the statement of practice synthesizes your belief and the discussion into strategies that would be used by an early childhood teacher. These strategies should link through to the AITSL professional standards, as well as make reference to ACECQA standards where relevant.

Due date: 23/04/2021 11:59 pm via turnitin

Weighting: 40%

Length and/or format: 500 - 800 words

Purpose: The purpose of this assignment is to articulate a personal vision for pedagogy and early childhood curriculum decision-making that critically reflects on ethical and professional roles and responsibilities of the early childhood teacher.

Learning outcomes assessed: 1, 2.

How to submit: Via turnitin

Return of assignment: Within 3 weeks, via turnitin

Assessment criteria: See rubric in appendix

Assignment 2

Contextual analysis of the implementation of kindergarten curriculum program.

Students will prepare a contextual analysis of the implementation of a curriculum program in an ECE setting (3 - 5 years old). Typically, the contextual analysis will relate to the site of your kindergarten practicum. You will gather information and documentation about the program, and the teacher's curriculum decision making approaches and processes. The process for this is supported through the tutorials. In your contextual analysis you will present and analyse the ways in which curriculum decision-making is undertaken in the particular setting. You will produce a 500 word academic reflection on four topics:

- curriculum decision-making and reflection
- planning and the documentation of planning and the program
- pedagogies and approaches to teaching children
- monitoring and assessing children's learning.

During the course of your field visits, prior to your 3 weeks block practicum, you will gather the information on which the case will be discussed. This can be related to your guided observation tasks,

but will generally also be in addition to those. The format to complete this assignment will be discussed in tutorials. You should include the following:

- demographic information about your placement site
- 4 reflection journal entries that discuss what you have gathered and observed with reference to literature
- Appendix with photographs, documents, and other evidence you gather

Students are encouraged to discuss their observations and preliminary reflections each week during online collaboration groups.

Due date:	26/05/2021 11:59 pm via turnitin
Weighting:	50%
Length and/or format:	2000 equivalent
Purpose:	The purpose of this assignment is to reflect on curriculum decision making in an early childhood setting.
Learning outcomes assessed:	1, 2, 3, 4
How to submit:	Via Turnitin on LEO
Return of assignment:	Within 3 weeks via Turnitin
Assessment criteria:	See rubric in Appendix

REFERENCING

This unit requires you to use the American Psychological Association (APA) referencing system. See the '[Academic referencing](#)' page from the Office of Student Success for more details. Helpful information on referencing electronic sources may be found at the official [APA](#) site. Link to the library's [APA Referencing](#). Explore the site as necessary.

ACADEMIC INTEGRITY

You have the responsibility to submit only work which is your own, or which properly acknowledges the thoughts, ideas, findings and/or work of others. The Framework for Academic Integrity and the Academic Honesty Policy are available from the website. Please read them, and note in particular that plagiarism, collusion and recycling of assignments are not acceptable. Penalties for academic dishonesty can vary in severity, and can include being excluded from the course.

Turnitin

The 'Turnitin' application (a text-matching tool) will be used in this unit, in order to enable:

- students to improve their academic writing by identifying possible areas of poor citation and referencing in their written work; and
- teaching staff to identify areas of possible plagiarism in students' written work.

While Turnitin can help in identifying problems with plagiarism, avoiding plagiarism is more important. Information on avoiding plagiarism is available from the Academic Skills Unit.

For any assignment that has been created to allow submission through Turnitin (check the Assignment submission details for each assessment task), you should submit your draft well in advance of the due date (ideally, several days before) to ensure that you have time to work on any issues identified by Turnitin. On the assignment due date, lecturers will have access to your final submission and the Turnitin Originality Report.

ACU POLICIES AND REGULATIONS

It is your responsibility to read and familiarise yourself with ACU policies and regulations, including regulations on examinations; review and appeals; acceptable use of IT facilities; and conduct and responsibilities. These are in the ACU Handbook, available from the website.

The Unit Outline Resources page (<http://students.acu.edu.au/241467>) contains several important links as a starting point.

PROCESSES WHERE PERSONAL CIRCUMSTANCES AFFECT PERFORMANCE IN ASSESSMENT

A student for whom personal circumstances affect their performance may be eligible to apply for special consideration, deferred examinations or extensions for assessments in accordance with Section 3 of the Assessment Procedures.

Extensions

Extensions may be granted at the discretion of the Lecturer in Charge, where students can provide documentary evidence of accident, illness, and/ or unforeseen and exceptional circumstances that significantly hamper participation or performance in an assessment task.

University semester dates are published well in advance of the start of any academic year, and as such holidays and other travel commitments will not be considered.

Extension applications must be made by completing an EX form.

Extension applications must be submitted at least one full day before the due date of the task, in line with ACU policies and procedures. Applications made after this deadline will not be considered.

Extensions of one calendar week are standard. The maximum extension normally possible is two calendar weeks. If you require more than two calendar weeks, please submit an Application for Special Consideration.

Special Consideration

Students experiencing personal circumstances which significantly hamper their participation or performance in an assessment task or examination should apply for special consideration, where other processes are not applicable or are no longer possible because of the timing and/or severity of the circumstance(s).

Applications for special consideration must be lodged not later than 5 working days after the relevant assessment due date.

Requests for special consideration must be made on the appropriate form (SC) and must demonstrate exceptional circumstances and be supported by documentary evidence of the medical, compassionate or extenuating circumstances on which the application is based.

Group Work

Where assessment takes the form of group work and one or more students in the group applies for an extension, all members of the group must be listed on the extension request form. If the request is approved, the Lecturer in Charge will then contact all members of the group to advise a new due date.

Late Submission of Assignments

Assessment tasks submitted after the due or extended date will incur, for each whole or part of a calendar day that the work is overdue, a 5% penalty of the maximum marks available for that assessment task up to a maximum of 15%. Assessment tasks received more than three calendar days after the due or extended date will not be allocated a mark.

See section 3 of the Assessment Procedures.

If you have any queries on Assessment Policy, please see your Lecturer in Charge.

Deferred Exams

In certain circumstances, students may be eligible to apply to sit a deferred exam. For more information, please see <https://handbook.acu.edu.au/623805>

STUDENT SUPPORT

If you are experiencing difficulties with learning, life issues or pastoral/spiritual concerns, or have a disability/medical condition which may impact on your studies, you are advised to notify your Lecturer in Charge, Course Coordinator and/or one of the services listed below as soon as possible. For all aspects of support please contact the **Office of Student Success**.

- **Academic Skills** offers a variety of services, including workshops (on topics such as assignment writing, time management, reading strategies, referencing), drop-in sessions, group appointments

and individual consultations. It has a 24-hour online booking system for individual or group consultations.

- **Campus Ministry** offers pastoral care, spiritual leadership and opportunities for you to be involved with community projects.
- The **Career Development Service** can assist you with finding employment, preparing a resume and employment application and preparing for interviews.
- The **Counselling Service** is a free, voluntary, confidential and non-judgmental service open to all students and staffed by qualified social workers or registered psychologists.
- **Disability Services** can assist you if you need educational adjustments because of a disability or chronic medical condition; please contact them as early as possible.
- **Indigenous Units** on each campus provide information and support for students.

The Unit Outline Resources web page (<http://students.acu.edu.au/241467>) provides links for each service.

WORKING WITH CHILDREN AND POLICE CHECKS

All pre-service teachers participating in the Professional Experience Program (PEP) must obtain background checks as required by Federal and State/Territory laws. Please refer to the Faculty's **Professional and Community Experience**¹ webpage for requirements in your local State/Territory. The Professional Experience Office will provide further information about the PEP prior to students commencing the program.

ONLINE RESOURCES AND TECHNOLOGY REQUIREMENTS

The LEO page for this unit contains further readings/ discussion forums.

Required text(s)

Arthur, L.; Beecher, B.; Death, E.; Dockett, S., & Farmer, S. (2020). *Programming and planning in early childhood settings* (8th ed.). South Melbourne, Vic: Cengage Australia.

Recommended references

Blaise, M., & Nuttal, J. (2011). *Learning to teach in the early years classroom*. South Melbourne, Vic: Oxford University Press.

Grieshaber, S.J. & Mcardle, F.A. (2010). *The trouble with play*. Berkshire, GBR: McGraw-Hill Professional Publishing.

Keesing-Styles, L. & Hedges, H. (2007). *Theorizing early childhood practice: Emerging dialogues*. Castle Hill: Pademelon Press.

MacNaughton, G., & Williams, G. (2009) *Techniques for teaching young children: Choices in theory and practice*. Frenchs Forest: Pearson.

Smith, D., & Lovat, T. (2003) *Curriculum: Action on reflection revisited*. Wentworth, NSW: Social Science Press. Chapter 11. Further references

¹ <https://students.acu.edu.au/405437>

APPENDICES

Appendix A

EDCX202: ASSIGNMENT 1a – Introductory Poster

CRITERIA	Excellent (6)	Very Good (5)	Good (4)	Sound (3)	Fail (2)	No grade (0)
Reflect on the ethical and professional roles and responsibilities of the early childhood teacher through multiple lenses. Explore and evaluate a range of strategies that facilitate collaborative relationships with children, families and colleagues in planning for learning (50%) Outcome 1 and 4	The artefact demonstrates critical reflection the roles of an early childhood educator by professionally introducing the student as a collaborative partner who engages in ethical relationships with children, families and colleagues to plan for learning.	The artefact demonstrates understanding, and some reflection on the roles of an early childhood educator, by professionally introducing the student in a way that supports collaborative relationships with children, families and colleagues.	The artefact demonstrates understanding of the roles of an early childhood educator by professionally introducing the student to children or families and by suggesting a strategy for collaboration.	The artefact demonstrates some understanding of the roles of an early childhood educator by professionally introducing the student to children or families.	The artefact is not appropriate for use within an early childhood setting.	Criteria Not addressed or no assignment submitted
Professionalism (50%) Outcome 1	Artefact is of an exceptionally high quality with a high level of professional care given to the aesthetic and authentic presentation of all aspects of the resource	The artefact is of a high quality, is error free, professional, and creatively introduces the student in an appropriate manner in an ECE setting	The artefact is of a good quality, is error free, and is professionally presented to appropriately introduce the student in an ECE setting	The artefact is of an acceptable quality, is error free , and is presented in a manner that appropriately introduces the student in an ECE setting	Artefact contains errors, may be of poor quality, and/or is not appropriate for use in an EC setting	Criteria Not addressed or no assignment submitted

Appendix B **EDCX202: ASSIGNMENT 1b –Philosophy Statement**

CRITERIA	<i>Excellent</i> (6)	<i>Very Good</i> (5)	<i>Strong</i> (4)	<i>Sound</i> (3)	<i>Not Demonstrated</i> (2)	<i>Not addressed</i> (0)
Reflect on the ethical and professional roles and responsibilities of the early childhood teacher through multiple lenses. (40%)	The philosophy statement critically reflects on perspectives in the literature to synthesise and justify a personal philosophy that aligns beliefs about young children, pedagogy, and the roles of an ECE educator, with Australian Professional Standards for Teachers	The philosophy statement identifies and analyses perspectives in the literature to identify statements of belief and pedagogy that make connections between professional roles and responsibilities of the early childhood teacher and APST	The philosophy statement connects perspectives in the literature to personal beliefs about young children, pedagogy, and the roles of an ECE educator and links these to Australian Professional Standards for Teachers	The philosophy statement identifies literature related to personal beliefs about young children, pedagogy, and the roles of an ECE educator, and makes some links between these and the Australian professional Standards for Teachers.	The philosophy statement makes poor use of literature to inform discussions about belief and pedagogy, and connections to Australian Professional Standards for Teachers are very poorly made or not present	Criteria not addressed or not submitted
Articulate a vision for pedagogy and early childhood curriculum decision-making. (40%)	Statements of belief about each topic are well informed by literature and are cohesively linked to combine into a comprehensive vision for curriculum decision making in early childhood settings	Statements of belief are supported by literature and stand alone to presents a strong vision about each individual topic that it is relevant to curriculum decision- making in early childhood settings	Statements of belief about each topic are supported by literature and connected to statements about pedagogy that are appropriate for curriculum decision- making in early childhood settings	Statements of belief about each topic identifies literature and are only loosely connected to statements about practice.	Responses to each topic are not provided or demonstrate little, or no, engagement with relevant literature. Statements about practice are not presented or are not relevant.	Criteria not addressed or not submitted
Academic literacy (20%)	Advanced level of professional written communication. Information is highly organised and communicates ideas effectively. Professional use of grammar, punctuation, spelling, and correct use of APA referencing	High level of professional written communication. Information is clearly and cohesively organised. Professional use of grammar, spelling, punctuation and of APA referencing with only occasional errors	Effective level of professional written communication. Information is generally clearly and cohesively organised. Acceptable use of grammar, spelling, punctuation and APA referencing	Written communication has a fair level of proficiency and is generally organised effectively. Some errors in grammar, punctuation, spelling, and referencing but do not cloud the meaning or purpose of the statements	Poor and unprofessional written communication, where information is not effectively organised. The statement demonstrates inappropriate use of grammar, spelling, punctuation, and referencing	Criteria not addressed or not submitted

Appendix C EDCX202: ASSIGNMENT 2 – Contextual Analysis

CRITERIA	Excellent (6)	High (5)	Strong (4)	Sound (3)	Not Demonstrated (2)	Not addressed (0)
Reflect on the ethical and professional roles and responsibilities of the early childhood teacher through multiple lenses (20%)	The student's portfolio discusses evidence gathered from the field through the lens of literature and synthesizes from this a discussion of the roles that an ECE would advocate and initiate in early learning settings.	The student's portfolio presents highly effective statements based upon evidence that addresses a wide range of the specified key elements of the professional roles that ECE educators take on in early learning settings.	The student's portfolio presents effective statements based upon evidence that addresses most of the key elements of the roles ECE educators take on, in order to provide curriculum programs.	The student's portfolio draws on information gathered from the field and appropriate literature to identify and discuss the roles ECE educators take on, in order to provide curriculum programs.	The student's portfolio does not clearly identify roles an ECE educator may take on, in order to provide curriculum programs. It does not make use of gathered information or literature	Criteria not addressed or not submitted
Articulate a vision for pedagogy and early childhood curriculum decision-making that is informed by reflection on historical, contemporary and critical perspectives in early childhood education (20%)	The case study contextualizes early childhood education within historical, contemporary and critical perspectives and uses this as a framework for critiquing an early learning context	The case study begins to contextualise early childhood education within a historical and/or contemporary perspective, with several key references to a developing personal vision for early childhood education provision.	The case study begins to identify a number of related early childhood education perspectives, with some key references to a developing personal responsiveness within early childhood education provision.	The case study shows reflection on relevant literature, to focus on the ways in which historical, contemporary and critical perspectives in early childhood education inform the development of their observed program.	The case study makes ineffective or no use of relevant literature, to discuss the historical, contemporary and critical perspectives that inform the program	Criteria not addressed or not submitted
Analyse and use early childhood curriculum policies, documents and guidelines at the national, state, system and local levels, to develop an awareness of planning and curriculum decision making that supports continuities in children's learning (20%)	The case study analyses curriculum decision-making in ECE from a curriculum policy perspective and draws on evidence to demonstrate the ways in which a teacher may enact curriculum decisions in an ECE setting.	The case study articulates and uses evidence to validate several decision-making processes through which a teacher may enact curriculum decisions and draws on recent literature to discuss the implication of different curriculum approaches in an ECE setting.	The case study articulates and cites evidence drawn from literature and observation to illustrate key decision-making processes through which a teacher may enact curriculum decisions in an ECE setting	The case study identifies the relevant curriculum frameworks the teacher draws on to support curriculum decision-making in an ECE setting.	The discussion of curriculum frameworks does not draw on relevant literature or is poorly connected to the early learning setting being discussed.	Criteria not addressed or not submitted
Explore and evaluate a range of strategies that facilitate collaborative relationships with children, families and colleagues in planning for learning (20%)	The case study analyses strategies used to facilitate collaborative relationships and makes connections between these and the identified outcomes of the ECE setting	The case study highlights key strategies that are used to facilitate positive relationships and begins to make connections between these and the identified outcomes of the ECE setting	The case study makes reference to the role that relationship plays within an ECE setting and presents some evidence that illustrates a connection between these relationships and the planning that occurs within the ECE setting	The case study draws on the evidence gathered identifies and discusses the ways in which the teacher facilitates relationships with the range of stakeholders	The case study does not effectively describe or discuss strategies used to facilitates relationships with the range of stakeholders	Criteria not addressed or not submitted
Academic literacy (20%)	Advanced level of professional written communication. Information is highly organised and communicates ideas effectively. Professional use of grammar, punctuation, spelling, and correct use of APA referencing	High level of professional written communication. Information is clearly and cohesively organised. Professional use of grammar, spelling, punctuation and of APA referencing with only occasional errors	Effective level of professional written communication. Information is generally clearly and cohesively organised. Acceptable use of grammar, spelling, punctuation and APA referencing	Written communication has a fair level of proficiency and is generally organised effectively. Some errors in grammar, punctuation, spelling, and referencing but do not cloud the meaning or purpose of the statements	Poor and unprofessional written communication, where information is not effectively organised. The statement demonstrates inappropriate use of grammar, spelling, punctuation, and referencing	Criteria not addressed or not submitted

