



Pre-Service Teacher Education Course Information Booklet 2019

Master of Teaching (Early Childhood)

Course code: 31520



Compulsory Teacher Education Induction:

Wednesday, 17 July 2019

8.45am start

G08 Lecture Room

UWA Education Building, Nedlands Campus

Semester 2, 2019 classes commence Monday 22nd July

Graduate School of Education – Academic Calendar 2019 – Primary and Early Childhood

Semester 1 commences Monday 25 February 2019												Semester 2 (A4E) commences Monday 22 July 2019				
Dates 2019							Master of Teaching EC and P Year 1	Master of Teaching EC and P Year 2	Master of Teaching EC and P Accelerated Year 1	Graduate Certificate in Early Childhood Education and Care (PT midyear commencement only) Year 1					Govt School Term	
	M	T	W	T	F											
1	JAN		1	2	3	4	Uni reopens 3 January	Uni reopens 3 January	Uni reopens 3 January	Uni reopens 3 January						
2		7	8	9	10	11	January Teaching	January Teaching								
3		14	15	16	17	18	January Teaching	January Teaching								
4		21	22	23	24	25	January Teaching	January Teaching								
5	FEB	28	29	30	31	1	January Teaching (Aust Day-Mon)	January Teaching (Aust Day-Mon)	Aust-Day-Mon	Aust-Day-Mon						
6		4	5	6	7	8									1	
7		11	12	13	14	15									2	
8		18	19	20	21	22	Orientation		Orientation						3	
9	MAR	25	26	27	28	1	Lectures	Lectures	Lectures						4	
10		4	5	6	7	8	Lectures	Lectures	Lectures						5	
11		11	12	13	14	15	Lectures	Lectures	Lectures						6	
12		18	19	20	21	22	Lectures	Lectures	Lectures						7	
13		25	26	27	28	29	Lectures	Lectures	Lectures						8	
14	APR	1	2	3	4	5	Lectures	Lectures	Lectures						9	
15		8	9	10	11	12	Lectures	Lectures	Lectures						10	
16		15	16	17	18	19	Vacation (Good Friday)	Vacation (Good Friday)	Vacation (Good Friday)						Vacation	
17		22	23	24	25	26	Vacation (Easter Mon & Anzac Day-Thurs)	Vacation (Easter Mon & Anzac Day-Thurs)	Vacation (Easter Mon & Anzac Day-Thurs)						Vacation	
18	MAY	29	30	1	2	3	Lectures	Lectures	Lectures						1	
19		6	7	8	9	10	Lectures (one prac day)	Lectures (one prac day)	Lectures (one prac day)						2	
20		13	14	15	16	17	Lectures (one prac day)	Lectures (two prac days)	Lectures (one prac day)						3	
21		20	21	22	23	24	(one prac day)	No Lectures (two prac days)	(one prac day)						4	
22		27	28	29	30	31	Professional Practice	Professional Practice	Professional Practice						5	
23	JUN	3	4	5	6	7	Professional Practice	Professional Practice	Professional Practice						6	
24		10	11	12	13	14	Professional Practice	Professional Practice	Professional Practice						7	
25		17	18	19	20	21	NON-CONTACT	Professional Practice	NON-CONTACT						8	
26		24	25	26	27	28	NON-CONTACT	Professional Practice	NON-CONTACT						9	
27	JUL	1	2	3	4	5	NON-CONTACT	Professional Practice	NON-CONTACT						10	
28		8	9	10	11	12	Vacation	Vacation	Vacation	Vacation					Vacation	
29		15	16	17	18	19	Vacation	Vacation	Vacation	Vacation					Vacation	
30		22	23	24	25	26	Lectures	Lectures	Lectures	Lectures					1	
31	AUG	29	30	31	1	2	Lectures	Lectures	Lectures	Lectures					2	
32		5	6	7	8	9	Lectures	Lectures	Lectures	Lectures					3	
33		12	13	14	15	16	Lectures	Lectures	Lectures	Lectures					4	
34		19	20	21	22	23	Lectures	Lectures	Lectures	Lectures					5	
35		26	27	28	29	30	Lectures	Interventions EDUC509	Lectures	Lectures					6	
36	SEP	2	3	4	5	6	Lectures	Interventions EDUC509	Lectures	Lectures					7	
37		9	10	11	12	13	Lectures	Lectures	Lectures	Lectures					8	
38		16	17	18	19	20	NON-CONTACT	Lectures	NON-CONTACT	NON-CONTACT					9	
39		23	24	25	26	27	NON-CONTACT	Lectures/FORUM	NON-CONTACT	NON-CONTACT					10	
40	OCT	30	1	2	3	4	Vacation	Vacation	Vacation	Vacation					Vacation	
41		7	8	9	10	11	Vacation	Vacation	Vacation	Vacation					Vacation	
42		14	15	16	17	18	Pre-Prac Briefing (2 days prac)	NON-CONTACT	Pre-Prac Briefing (2 days prac)	NON-CONTACT					1	
43		21	22	23	24	25	Professional Practice	NON-CONTACT	Professional Practice	NON-CONTACT					2	
44	NOV	28	29	30	31	1	Professional Practice	NON-CONTACT	Professional Practice	NON-CONTACT					3	
45		4	5	6	7	8	Professional Practice	NON-CONTACT	Professional Practice	NON-CONTACT					4	
46		11	12	13	14	15	NON-CONTACT	NON-CONTACT	NON-CONTACT	NON-CONTACT					5	
47		18	19	20	21	22									6	
48		25	26	27	28	29									7	
49	DEC	2	3	4	5	6									8	
50		9	10	11	12	13									9	
51		16	17	18	19	20									10	
52		23	24	25	26	27									Vacation	

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WELCOME TO THE GRADUATE SCHOOL OF EDUCATION (GSE)

MASTER OF TEACHING COURSE VISION

The Graduate School of Education at The University of Western Australia equips Master of Teaching graduates with skills, understandings and professional competencies to practice as inspiring, flexible and ethical educators who support all students to reach their full potential. Graduates have the skills and dispositions to build and sustain relationships with students and educational stakeholders, the resilience to meet the challenges of dynamic educational contexts, and the capacity to engage in classroom research to continuously improve their educational impact.

OVERVIEW AND RATIONALE

Master of Teaching (MTeach) pre-service teachers learn about contemporary research and pedagogies, theoretical perspectives and policy to maximise their positive impact on student learning and wellbeing, and on the teaching profession as a whole. Through a process of critical reflectionⁱ, they build their professional identityⁱⁱ and learn to integrate research and theory into their practice to ensure optimal student learning. A developmental e-portfolioⁱⁱⁱ is an integral part of the course, supporting pre-service teachers' ability to monitor and regulate their learning with emphasis on building personal resilience and agency within their professional practice. They are regarded as professionals throughout their degree.

Through a rigorous course of study that is closely integrated with professional practice, pre-service teachers at the GSE gain a sophisticated understanding of the social, emotional and cognitive development of students, as well as in-depth knowledge about pedagogy, curriculum and assessment. Pre-service teachers successfully engage in carefully sequenced professional practice that progresses in complexity throughout the course of the degree.

Pre-service teachers are challenged to create and use a wide range of resources, including digital technologies, to design motivational and relevant learning programmes for students with diverse needs and in varying contexts. They use student assessment data and critically reflective practice^{iv} to evaluate the effectiveness of these programmes and modify them where required, and to create inclusive and safe learning environments^v. They are educated to respect and value the diverse perspectives of parents and other stakeholders and to deeply appreciate the unique qualities^{vi} of all students. Through a range of professional activities, they are taught to appreciate that teachers require certain personal qualities^{vii}, which must be cultivated.

The MTeach is designed to give pre-service teachers opportunities to engage in a range of active learning^{viii} experiences in authentic settings, supported by highly qualified staff and innovative partnerships with schools, early childhood and care centres and other relevant stakeholders. Teaching staff model exemplary teaching practices that include explicit teaching, guided practice, problem-based learning, inquiry learning, play-based learning and learning outside of the classroom.

Teaching staff integrate their own research into the MTeach, bringing current and contextually relevant insights into the course and, ultimately, into the profession, thereby promoting the role of research in quality education. A core aim of the MTeach is for graduates to become teacher-

researchers^{ix}, motivated and able to enquire into their practice and analyse their professional impact. A classroom-based action research project ensures that MTeach students at the GSE are proficient at designing and implementing ethical classroom-based research to help them design, evaluate and modify targeted teaching programmes and practices.

The MTeach is subject to continuous review for improvement, informed by feedback from pre-service teachers, graduates, schools and other stakeholders, as well as regular unit and course reviews and engagement with the latest research. Partnerships with schools are integral to this process of continuous improvement, as GSE staff conduct research with schools and practising teachers and keep up to date with policy and trends in education.

To meet and exceed professional expectations, MTeach students at the GSE engage in rigorous study, professional practice in various settings, and respectful interactions with peers, GSE staff and other stakeholders. They are provided with the diverse and challenging experiences necessary to assist them in becoming resilient, capable of building and sustaining productive relationships, and proficient in classroom-based research.

ⁱ Benade, L. (2015). Teachers' critical reflective practice in the context of twenty-first century learning. *Open Review of Educational Research*, 2(1), 42-54.

Brooker, R., & O'Donoghue, T. A. (1993). Promoting reflection during practice teaching in an Australian University: Clarifying the rhetoric and the reality. *Australian Journal of Teacher Education*, 18(1).

ⁱⁱ Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, 33(1), 53-64.

ⁱⁱⁱ Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: lessons learnt. *Asia-Pacific Journal of Teacher Education*, 42(1), 36-50.

^{iv} Thompson, N., & Pascal, J. (2012). Developing critically reflective practice. *Reflective Practice*, 13(2), 311-325.

^v Molbaek, M. (2018). Inclusive teaching strategies – dimensions and agendas. *International Journal of Inclusive Education*, 22(10), 1048-1061.

^{vi} Lim, C.-I., Maxwell, K. L., Able-Boone, H., & Zimmer, C. R. (2009). Cultural and linguistic diversity in early childhood teacher preparation: The impact of contextual characteristics on coursework and practica. *Early Childhood Research Quarterly*, 24(1), 64-76.

^{vii} Hare, W. (1993). What makes a good teacher? London, Ont: Althorpe Press.

^{viii} Niemi, H., Nevgi, A., & Aksit, F. (2016). Active learning promoting student teachers' professional competences in Finland and Turkey. *European Journal of Teacher Education*, 39(4), 471-490.

^{ix} Tatto, M. T. (2015). The role of research in the policy and practice of quality teacher education: an international review. *Oxford Review of Education*, 41(2), 171-201.

PRE-SERVICE TEACHER EDUCATION COURSE OUTCOMES

The outcomes developed in the GSE pre-service teacher courses articulate to the Graduate Teacher Standards identified in the Australian Professional Standards for Teachers (<http://www.aitsl.edu.au/australian-professional-standards-for-teachers>). These standards must be demonstrated for registration with the Teacher Registration Board of Western Australia (TRBWA) (see www.trb.wa.gov.au).

At the end of the course students will graduate with the ability to demonstrate:

1. Understanding of child development (physical, cognitive, social and emotional) and learning, within the context of lifespan development.
2. Knowledge of theories of teaching and learning and an awareness of the relationship between theories, practices and policies.
3. Knowledge of contemporary curriculum structures and legislation relevant to phases of learning in Early Childhood contexts, including the vital role of family and community.
4. Curriculum knowledge and pedagogical content knowledge through the use of effective and creative instructional planning.
5. Knowledge and implementation of teaching for literacy and numeracy within and across the curriculum.
6. Ability to evaluate and use a range of resources including educational technologies, and national and international quality ECEC rating scale to support and enhance learning and development.
7. Knowledge and use of assessment processes for a range of purposes (including assessment of, and for learning).
8. Ability to differentiate learning for students with diverse needs and backgrounds.
9. Ability to create and manage safe and productive learning environments.
10. Social and cultural competencies for engaging with people from diverse backgrounds, particularly Aboriginal and Torres Strait Islander people.
11. Ability to effectively and professionally communicate and engage with a diverse range of people and organisations (in writing, orally and nonverbally).
12. Professional and ethical conduct, including high standards of self-management, resilience and collaborative behaviours.
13. Ability to work individually and collaboratively to improve practice through critical reflection, professional learning and research.
14. Ability to analyse, synthesise and apply cognitive, creative and technical knowledge and skills in complex and diverse educational settings.
15. Research skills and knowledge relevant to professional practice and the discipline of education.

The course structure provides opportunities for pre-service teachers to develop and demonstrate their achievement of these outcomes as they:

- participate in lectures and tutorials/workshops;
- acquire knowledge of school systems, curriculum and pedagogy;
- analyse elements of classroom behaviour;
- rehearse techniques for classroom management;
- practise ways of managing different parts of lessons and the transitions between these parts;
- practise lesson-planning and programming in both their major and minor curriculum areas;
- review and discuss specific areas in the literature relating to the theory and practice of teaching; and
- observe and critically reflect on campus-based and school-based experiences.

COURSE INFORMATION

The four semesters of the course (generally two years full-time study) represent key stepping-stones in a sequenced developmental professional practice journey of **Orientation, Exploration, Immersion** and **Intervention** towards understanding and skills commensurate with Graduate Teacher competencies.

There are common units within the Master of Teaching (Early Childhood and Primary) and Master of Teaching Secondary courses. Such units include differentiated workshops and assignments according to the specialisation. This recognises the need for greater communication between professionals across all levels of education, the wide developmental spread that occurs in any classroom and the need to support and extend all pupils.

COURSE CONTACTS

Graduate School of Education

Located: Level 2, Education Building, corner of Hampden Road and Stirling Highway in Nedlands

Mail: M428, The University of Western Australia, 35 Stirling Highway, PERTH WA 6009

Email: gse@uwa.edu.au

Phone: +61 8 6488 2388

The following staff are available to assist pre-service teachers with aspects of the course:

Position	Name	Room	Telephone & Email	Areas of Assistance
Course Coordinator	Gerardine Neylon	2.07	6488 2387 gerardine.neylon@uwa.edu.au	All aspects of course content and academic progress.
Student Experience Officers	Alicia Brown Jade Gibbs Glen Stewart Dee Ong	G.24 ALVA	6488 3714 studentoffice-education@uwa.edu.au	All aspects of course enrolment.
Professional Practice Coordinator	Jane Loxton	2.22	6488 7642 jane.loxton@uwa.edu.au	All aspects of professional practice.
Professional Practice Placement Officers	Elis Sinclair Edwina Eassie Jodie Basham	2.29	6488 2267 6488 8736 6488 3640 prac-edu@uwa.edu.au	Issues specific to professional practice placements (including clearances for school placements).
Reception		2.29	6488 2388 reception-edu@uwa.edu.au	General information, timetabling/Class allocation queries, and assignment submission/ collection.
Computer Support			http://www.library.uwa.edu.au/it-help/students	All aspects of IT Support.
Literacy and Numeracy Test	Dee Sinnu or Assoc/Prof Christine Howitt	2.19	6488 2859 dee.sinnu@uwa.edu.au or christine.howitt@uwa.edu.au	Test coordinator

PROFESSIONAL REQUIREMENTS

Literacy and Numeracy Competency

Literacy and Numeracy competence. The Australian Federal Government requires pre-service teachers to demonstrate literacy and numeracy skills within the top 30% of the Australian population. The national Literacy and Numeracy Test for Initial Teacher Education (LANTITE) will be used to demonstrate that students have met this standard. The LANTITE is computer based and will incur a fee. Details on registering for the LANTITE, practicing the LANTITE, sitting the LANTITE and receiving your results can be found at <https://teacheredtest.acer.edu.au/>. Please pay particular attention to the test windows and when your results are released. All students should enrol in EDUC5000 National Literacy and Numeracy Test, a 0 credit point unit. You will need to provide us with proof of successful completion of the LANTITE to pass EDUC5000 and to graduate. GSE provide Literacy and Numeracy Diagnostic Assessments to help you identify your personal literacy and numeracy skills, and to assist you in preparing for the LANTITE. Please note that you only allowed to sit the LANTITE a maximum of three times. We recommend that you complete the LANTITE in the first 12 months of your course. Please do not leave the LANTITE until your final semester as this could delay your graduation.

Teachers as Professionals

The teaching profession requires all teachers to exercise informed and ethical judgement and conduct themselves in a professional manner at all times. Today, teachers find themselves working in a demanding and rapidly changing context of new curriculum, devolved systems, and a student population that is more varied than ever before. It is part of their role to enhance the status of the teaching profession and there are, therefore, legal and ethical obligations that they must meet during and following this pre-service course.

It is expected that pre-service teachers will be familiar with the Department of Education's policy on equity issues, including racial and sexual discrimination, and will conduct themselves appropriately at all times.

www.education.wa.edu.au/home/detcms/navigation/about-us/public-education-at-a-glance/our-strategic-directions/?page=1

Working Relationships

It is anticipated that pre-service teachers will enjoy a highly professional working relationship with their ECEC and school mentors, university supervisors, lecturers and tutors, which is free from discrimination and harassment. If this is not the case, procedures have been established at UWA to protect students in regard to these issues. If you have a concern you should contact Student Support Services.

In addition, it is understood that working relationships can be developed through, and sometimes impacted by, the use of social media. It is expected and encouraged that students use social media in a professional capacity. Please be aware that pre-service teachers should never reveal confidential information, such as emails or assignment comments, from lecturers through social media or post anything that could be considered discriminatory, bullying, or harassing. Furthermore, they should not use social media to discuss matters relating to school professional practice. Such matters will be dealt with in according to UWA Code of Conduct regarding the use of Social Media (<http://www.hr.uwa.edu.au/policies/policies/conduct/code/responsibility#social>). The use of social networking platforms such as Twitter and LinkedIn for professional teaching is acceptable but staff members will not respond to Facebook 'friend' requests from students until after they have graduated.

Pre-service teachers must adopt the Code of Conduct which provides guidelines for their professional behaviour (see page 24). **Failure to comply with standards of professional conduct may result in the pre-service teacher being withdrawn from the professional practice placement and failing the course.**

Attendance and Participation

Attendance and participation at classes is an expectation of the course. Failure to attend regularly and any unexplained absences may result in pre-service teachers being excluded from further study in a unit and/or professional practice on the basis that they are inadequately prepared for the experience. Pre-service teachers must be available during the scheduled professional practice periods as per the Graduate School of Education calendar, and are required to give a full-time commitment to the school at which they are undertaking their practicum during the scheduled days.

Academic Conduct

All students new to UWA must complete the Academic Conduct Essentials unit AACE4000. This unit outlines the expected standards of academic conduct at UWA. The guidelines for academic conduct and information about penalties related to misconduct are available at [Policy on Academic Conduct](#).

While pre-service teachers are encouraged to discuss ideas, research and other issues related to assignments with others, unacknowledged collaboration in the writing-up of assignments is not allowed. Any material originating from someone else must be acknowledged appropriately by using quotation marks, referring to the author, the work cited, and if published, the work in which it is published, date of publication, publisher and page number of quote. A standard referencing format used in Education is the American Psychological Association (APA 6ed) style. Information is available about this at <http://www.is.uwa.edu.au/information-resources/guides>. Pre-service teachers who have completed an assignment in one unit should not submit the same or a closely similar piece of work for an assignment in another unit.

Medical Status

If any pre-service teacher has any present condition (medical, physical, psychological, etc.) that might be exacerbated by the pressure of teaching practice or affect the welfare of children in their care or colleagues they are working with, it is advisable that the student provide this information to the Professional Practice Coordinator to maximise the opportunity for their academic success. The School will endeavour to make appropriate adjustments, where necessary, reasonable and required. Students are assured that this information will be treated with the utmost discretion. Please check the inherent requirements at <http://www.education.uwa.edu.au/courses/future/inherent-requirements-teaching>. In order to register with the TRBWA, they will carry out assessments to ensure that you are 'fit and proper' to teach. Please see http://www.trb.wa.gov.au/Professional_conduct/fit-and-proper/Pages/default.aspx for full details.

Clearances

Due to its responsibility for the education, safety and duty of care of children in schools, the teaching profession demands the highest professional standards and personal ethics from practitioners. The Department of Education of Western Australia and cooperating non-government schools have the right to determine 'fit and proper persons' to enter and practise in schools and to exclude people from school premises. The following clearances are required:

✓ ***The Department of Education Nationally Coordinated Criminal History Check (NCCHC)***

As a number of units include school-based activities, this clearance needs to be obtained by all pre-service teachers shortly after enrolment in the course (regardless of whether they are enrolling in a professional practice unit). Please note that this is **not** a National Police Certificate issued by the police through a Police Station, which is applied for at an Australia Post Office. Criminal Record Checks obtained from any other agency, including the Police, cannot be accepted for employment or placement for legal reasons.

This clearance is required before a pre-service teacher commences any school-based activity in government schools. Students not cleared must take their notification direct to the Department of Education of Western Australia, 151 Royal Street, East Perth, for review by the Screening Committee. All such information will be treated confidentially.

✓ **Working with Children Check (WWCC)**

A Working with Children Check is required for pre-service teachers enrolled in a professional practice unit or a course unit which involves school-based activities that include interactions with children.

Please note, before pre-service teachers are permitted to commence professional practice they will be required to obtain both a Department of Education – Nationally Coordinated Criminal History Check (NCCHC), and a Working with Children Check (WWCC). Both of these clearances must be presented to the GSE General Office, where a certified copy will be stored in the Professional Practice Office.

It is essential that the necessary clearances be obtained in advance of any period of professional practice or school-based activity (as required). Failure to obtain the necessary clearances will result in the professional practice component being deferred or cancelled.

FINANCIAL ASSISTANCE

HELP Loans schemes (Domestic students)

The Australian Government offer various loan schemes to assist students in Commonwealth supported places for the 'student contribution' of tuition fees. These are available to Australian citizens and permanent humanitarian visa holders. For more information please visit their website - <http://studyassist.gov.au/sites/StudyAssist/>

Scholarships

You may be eligible to apply for a Scholarship to support your continuing studies.

Please visit our website for more information: [UWA Scholarships](#)

MASTER OF TEACHING (EARLY CHILDHOOD):

ACCELERATED VERSION Full time enrolment – 1.5 years

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
2019	EDUC5502 Teaching Mathematics in the Early Years	EDUC5501 Integrated Studies: The Humanities and Social Sciences
	EDUC5504 Language and Literacy in Early Childhood	EDUC5503 Social Interaction and the Developing Child
	EDUC5520 The Artistic and Expressive Child	EDUC5506 Developing and Managing the Infant and Early Childhood Learning Environment
	EDUC5529 Children, Development and Pedagogy (new unit in 2019)	EDUC5689 Physical Development, Movement and Health
		EDUC5000 National Literacy and Numeracy Test (0 credit points)
	EDUC5510 Professional Practice A (non-standard teaching period A3A) School term 2 and 4, 6 weeks and 4 Distributed Days	
Summer 2020	EDUC5710 Advanced Curriculum, Pedagogy and Assessment (<i>new unit in 2018</i>)	
	EDUC5521 Technologies in the Curriculum (new unit in 2018)	
2020	EDUC5429 Perspectives in Aboriginal Education	
	EDUC5508 Integrated Studies: Science	
	EDUC5509 Interventions for Learning	
	EDUC5500 Professional Practice B (12cp) (non-standard teaching period A2C)	

MASTER OF TEACHING (EARLY CHILDHOOD)

Full time enrolment – 2 years

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
Year 1	EDUC5529 Children, Development and Pedagogy (new unit in 2019)	EDUC5501 Integrated Studies: The Humanities and Social Sciences
	EDUC5502 Teaching Mathematics in the Early Years	EDUC5506 Developing and Managing the Infant and Early Childhood Learning Environment
	EDUC5504 Language and Literacy in Early Childhood	EDUC5503 Social Interaction and the Developing Child
	EDUC5520 The Artistic and Expressive Child	EDUC5510 Professional Practice A (non-standard teaching period A3A)
		EDUC5000 National Literacy and Numeracy Test
Year 2	EDUC5429 Perspectives in Aboriginal Education	EDUC5509 Interventions for Learning
	EDUC5508 Integrated Studies: Science	EDUC5689 Physical Development, Movement and Health
	EDUC5500 Professional Practice B (12cp) (non-standard teaching period A2C)	EDUC5710 Advanced Curriculum, Pedagogy and Assessment (<i>new unit in 2018</i>)
		EDUC5521 Technologies in the Curriculum (new unit in 2018)

MASTER OF TEACHING (EARLY CHILDHOOD)

Part time enrolment – 4 years

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
Year 1	EDUC5529 Children, Development and Pedagogy (new unit in 2019)	EDUC5689 Physical Development, Movement and Health
	EDUC5504 Language and Literacy in Early Childhood	EDUC5506 Developing and Managing the Infant and Early Childhood Learning Environment
Year 2	EDUC5502 Teaching Mathematics in the Early Years	EDUC5503 Social Interaction and the Developing Child
	EDUC5520 The Artistic and Expressive Child	EDUC5000 National Literacy and Numeracy Test
	EDUC5510 Professional Practice A (non-standard teaching period A3A)	
Year 3	EDUC5429 Perspectives in Aboriginal Education	EDUC5521 Technologies in the Curriculum (new unit in 2018)
	EDUC5508 Integrated Studies: Science	EDUC5501 Integrated Studies: The Humanities and Social Sciences
Year 4	EDUC5500 Professional Practice B (12cp) (non-standard teaching period A2C)	EDUC5509 Interventions for Learning
		EDUC5710 Advanced Curriculum, Pedagogy and Assessment (<i>new unit in 2018</i>)

Note: Pre-service teachers must be available during the scheduled professional practice periods as per the Graduate School of Education calendar, and are required to give a full-time commitment to the school at which they are undertaking their practicum during the scheduled days.

MASTER OF TEACHING (EARLY CHILDHOOD)

Mid-year enrolment – Part time

	Semester 1 (Feb – June)	Teaching period A4E (July – Nov)
Year 1	N/A	EDUC5503 Social Interaction and the Developing Child
		EDUC5506 Developing and Managing the Infant and Early Childhood Learning Environment
Year 2	EDUC5529 Children, Development and Pedagogy (new unit in 2019)	EDUC5501 Integrated Studies: The Humanities and Social Sciences
	EDUC5502 Teaching Mathematics in the Early Years	EDUC5000 National Literacy and Numeracy Test
	EDUC5504 Language and Literacy in Early Childhood	
	EDUC5520 The Artistic and Expressive Child	
	EDUC5510 Professional Practice A (non-standard teaching period A3A)	
Year 3	EDUC5429 Perspectives in Aboriginal Education	EDUC5509 Interventions for Learning
	EDUC5508 Integrated Studies: Science	EDUC5689 Physical Development, Movement and Health
	EDUC5500 Professional Practice B (12cp) (non-standard teaching period A2C)	EDUC5710 Advanced Curriculum, Pedagogy and Assessment (new unit in 2018)
		EDUC5521 Technologies in the Curriculum (new unit in 2018)

Please note: EDUC5529 Children, Development and Pedagogy (new unit in 2019) and EDUC5504 Language and Literacy in Early Childhood must be taken at the same time or before EDUC5510 Professional Practice A. Placement on professional practice is conditional on students demonstrating adequate competency in literacy (including oral language).

PRE-SERVICE TEACHER EDUCATION UNITS

It is a requirement that all pre-service teachers commencing a Primary or combined Early Childhood/Primary course from 2018 onwards complete a Primary specialisation. At UWA, all Early Childhood pre-service teachers complete a numeracy/Mathematics specialisation. This is carried out in the units EDUC5509 Interventions for Learning and EDUC5710 Advanced Curriculum, Pedagogy and Assessment, where students will select the numeracy/Mathematics pathway.

Information is available about all units from the UWA handbook <http://handbooks.uwa.edu.au/>

Current timetables for semester 1 and semester 2 are available at:
www.education.uwa.edu.au/students/timetables

Note: This course guide is subject to change, please always refer to the handbook for up-to-date information regarding course structure and unit availability.

ASSESSMENT POLICIES

Pre-service teachers should consult their unit outlines at the commencement of each unit for final details concerning assessments and submission dates. ***It is important to work consistently on assignments so that due dates can be met, as there will be penalties for late submission.***

Submitting Assignments

All assignments must be submitted through LMS (Blackboard), unless given other directions by the unit coordinator. Normally, assignments submitted will be returned within three weeks unless otherwise advised.

Failure to pass an assessment item within a unit

Students must pass all components of a Master of Teaching unit to pass the unit. Students who fail an assessment item in a unit may resubmit if –

- a) this is their first request for a resubmission in the unit;
- b) they contact the unit coordinator by email within 5 University working days of the release of the result and formally request a resubmission.

Where a resubmission is approved, the reassessed mark is capped at the assessment pass mark, unless an application for mitigating is approved in accordance with the University Policy on Assessment: Special Consideration.

A resubmission is normally due one week after being approved by the unit coordinator.

A resubmitted assignment that is deemed to be a 'fail' by the unit coordinator, will receive the original fail mark for the component.

Assignments that are failed on the grounds of lateness or academic misconduct will not normally be considered for resubmission.

Extensions – Special Consideration

Extensions will only be granted in the case of illness (a medical certificate is required) or on compassionate grounds (for example serious illness or death in the family). Work-related or time management/Organisational reasons will not be accepted.

Please see <http://www.student.uwa.edu.au/course/exams/consideration> for the complete information regarding Special Consideration applications.

Professional Practice – Readiness

For students who have not passed the internal literacy test and/or are not making good progress in their academic units (i.e. if they have failed one or more assignments), a panel composed of the Course Coordinator and the Professional Practice Coordinator and relevant Unit Coordinators will meet to determine the student's readiness to engage in Professional Practice. If students are deemed not to be ready, their Professional Practice will be deferred.

PLAGIARISM

What is plagiarism?

Plagiarism is the presentation of the work of other people as one's own work, without referencing its source or attributing it to its intellectual proprietor. Such misuse of the work of others constitutes plagiarism, whether that work is in published or unpublished physical form, or in the form of thoughts or ideas. Plagiarism is the most serious of academic offences because it is a form of cheating.

Principles to be applied

All work submitted by any pre-service teacher in the School of Education is to be the work of that individual alone. Pre-service teachers may, and indeed are encouraged, to draw upon the work of others, but it must be duly acknowledged and referenced in accordance with standard academic conventions. Work that, in whole or in part, is not that of the pre-service teacher who has submitted it will be regarded as plagiarised, and will be dealt with in the manner outlined below. (Similar rules apply to group assignments. The submitted results of any work set for a group must be the original work of members of the group, unless otherwise indicated.)

Degrees of plagiarism

The school of Education recognises several degrees of plagiarism. From least to most serious these are:

1. Failure to reference intellectual property
2. Failure to reference direct quotations
3. Extended unreferenced quotations or paraphrases
4. Submission of [near] identical assignments
5. Copying of another's work
6. Submitting an assignment (or parts of an assignment) produced for another unit

Further details on this policy can be obtained from:

<http://www.teachingandlearning.uwa.edu.au/staff/policies/conduct/plagiarism>

<http://www.governance.uwa.edu.au/procedures/policies/policies-and-procedures?policy=UP07%2F21>

GRADES

Pre-service teachers are advised that the grades they receive during the year are provisional only. Grades are only official after they have been passed by the Board of Examiners. Assignments will be graded according to the University scale **and only grades, not percentages, will be recorded on assignments**. However, for your information the following scale applies:

	Grade	Percentage
High Distinction	HD	80–100
Distinction	D	70–79
Credit Pass	CR	60–69
Pass	P	50–59
Fail	N+	45–49
Fail	N	0–44

PROCEDURES FOR GRIEVANCES, APPEALS AND COMPLAINTS

If a pre-service teacher believes that the initial academic assessment/s given for any piece(s) of work which contribute(s) to the final result in the unit or course does not fairly represent the worth of the piece(s) of work, they may formally appeal against the assessment. It is recommended that the issue be discussed with the unit coordinator and the course coordinator before taking any further action. The full procedure for appeals can be accessed via:

<http://www.governance.uwa.edu.au/committees/appeals-committee/review-and-appeal-of-academic-decisions-relating-to-students>

Pre-service teachers are directed to the Guild website for information regarding these procedures: <http://www.uwastudentguild.com/assist/academic/>

HELPFUL INFORMATION

If you are experiencing problems with study in a particular unit:

- discuss it with your tutor/ lecturer; and/or
- consult the unit co-ordinator
- Contact the Student Experience Office, email studentoffice-education@uwa.edu.au

Withdrawal from Units/Changes to Enrolment

Students must not withdraw from units without consulting the course/unit coordinators. If a student decides to withdraw from the whole program, they must advise the Course Coordinator, Gerardine Neylon, and the Professional Practice Coordinator, Jane Loxton, *immediately* as the schools in which they have been placed must be notified.

Changes of enrolment can occur within the first week of semester, and withdrawal without penalty up until the University census date and should be discussed with the Course Coordinator.

Approved Leave

Current students can submit an application for approved leave online through [studentConnect](#) under "Discontinuation and Approved Leave."

Learning Management System (LMS)

Additional materials to support your learning are available on the Learning Management System site for each unit and the ITE LMS site. These materials and opportunities supplement face to face teaching. They do not replace attendance in classes. Information is available from <http://www.lms.uwa.edu.au>.

Emails and Communication

All email communication will occur through the student email address system. Ensure that you regularly check your student email account.

Computer Laboratory and Information Services

Computer access is available in the Education building through WiFi connection, the GSE Computer Lab (on the ground floor in room G26) and the EDFAA library. If you are currently enrolled in any units offered by the Graduate School of Education then a GSE Lab account will have been created for you on our server. Your username and password will be the same as your Student ID and PHEME password. Please contact <http://www.library.uwa.edu.au/it-help/students> for IT support.

For detailed information about UWA IT Policies, please refer to <http://www.is.uwa.edu.au/it-help>

EDFAA Library (Education, Fine Arts and Architecture)

The EDFAA library contains a collection of curriculum resources which are essential for pre-service teachers. The collection includes an extensive array of curriculum texts used by teachers and students in schools. Pre-service teachers are advised to familiarise themselves with these resources at the beginning of the course.

The EDFAA library provides a wide range of support service, including sessions on information searching and referencing and study rooms for small group meetings. For more information see <http://www.is.uwa.edu.au/> or contact EDFAA Library staff at (6488 1962; or 6488 1941).

UWA GRADUATE SCHOOL OF EDUCATION

CODE OF CONDUCT

It is the responsibility of pre-service teachers to demonstrate sustained professional conduct during all periods of professional practice and are expected to:

<p>Demonstrate self-awareness and self-management</p>	<ul style="list-style-type: none"> • adopt professional dress and grooming expectations of the school and the university • maintain an approachable and pleasant demeanour at all times • maintain high standards of personal hygiene • thoroughly prepare for all aspects of the teaching practicum, allowing sufficient time for consultation with the mentor • manage emotional tension with maturity • engage with and respond positively to professional advice and feedback, including criticism • ensure that materials are prepared well before the lesson • demonstrate professional commitment through effective time management - early arrival at school, productive use of DOTT time and tactful use of recess and lunch times, meeting university and school deadlines
<p>Demonstrate situational management and social awareness</p>	<ul style="list-style-type: none"> • respect the needs of the staff at the school in the use of equipment such as computers, photocopiers and learning spaces • comply with school or department procedures for the use of audio-visual, library, sporting and any other relevant resources • recognise that schools have limited budgets and resources should be used thoughtfully • actively participate in the life of the school community by shadowing their mentor in all aspects of his/her duties and becoming involved in a diversity of activities within the school • refrain from public criticism of university and school colleagues • respect the confidentiality of colleagues and students in your care • promote harmonious and respectful interpersonal relationships among staff and peers • demonstrate initiative by offering ideas and strategies for the development of teaching plans
<p>Comply with Policy and Legislation</p>	<ul style="list-style-type: none"> • be familiar with the Department of Education (WA) regulations and school policies and ensure that these are enacted to the best of your ability • comply with duty-of-care requirements • be familiar with, and operate within the legislative requirements pertaining to schools and the education and care of students and staff. • willingly undertake all duties as required by the mentor teacher. • observe school and university regulations regarding attendance • ensure that necessary clearances have been obtained and are current (valid)
<p>Digital Technology awareness and use</p>	<ul style="list-style-type: none"> • when filming or photographing lessons, exercise caution in the process of making digital recordings for assessment or ePortfolio purposes. • this includes: <ol style="list-style-type: none"> a) making sure that the camera is focused on you (the PST) and not on students (this may be achieved by setting up the camera in a position where no students' faces will be recorded) b) ensuring that there are no identifiable images of students or the school uploaded to the internet or to any digital platform c) making sure you have permission from the school • failure to take appropriate steps to ensure the privacy of others may result in a complaint and/or a student disciplinary process

In order to proceed to practicum, you must agree to the terms of the Code of Conduct. To do this:

- . Go to LMS; My Organisations; Professional Practice 2019; click on SONIAOnline (menu on left)
- . Login to SONIAOnline
- . Click on the Forms tab at the top of the screen and locate the Code of Conduct
- . Read the form; tick the box to agree to the terms of the Code of Conduct; Submit the form; Log off.

THE AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

The Australian Professional Standards for Teachers make explicit the elements of high-quality, effective teaching in schools that will improve educational outcomes for all students. The Standards do this by providing a framework which makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations and the public.

Teacher Standards also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the Standards to recognise their current and developing capabilities, professional aspirations and achievements.

Standards contribute to the professionalisation of teaching and raise the status of the profession. They could also be used as the basis for a professional accountability model, helping to ensure that teachers can demonstrate appropriate levels of professional knowledge, professional practice and professional engagement.

The Australian Professional Standards for Teachers are organised into four career stages and guide the preparation, support and development of teachers. The stages reflect the continuum of a teacher's developing professional expertise from undergraduate preparation through to being an exemplary classroom practitioner and a leader in the profession.

The Graduate Standards will underpin the accreditation of initial teacher education programs. Graduates from accredited programs qualify for registration in each State and Territory. The Proficient Standards will be used to underpin processes for full registration as a teacher and to support the requirements of nationally consistent teacher registration.

The following section sets out the graduate teacher standards, making explicit the professional standards expected to be achieved by those graduating from pre-service teacher education programs.

The Standards at the career stages of Highly Accomplished and Lead will inform voluntary certification. The standards are listed here: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>

PROFESSIONAL KNOWLEDGE

STANDARD 1

KNOW STUDENTS AND HOW THEY LEARN

FOCUS

GRADUATE

Physical, social and intellectual development and characteristics of students	1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
Understanding how students learn	1.2	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	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.
Strategies for teaching Aboriginal and Torres Strait Islander students	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.
Differentiate teaching to meet specific learning needs of students across the full range of abilities	1.5	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
Strategies to support full participation of students with disabilities	1.6	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation of students with disability.

PROFESSIONAL KNOWLEDGE

STANDARD 2

KNOW THE CONTENT AND HOW TO TEACH IT

FOCUS

GRADUATE

Content and teaching strategies of the teaching area	2.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
Content selection and organisation	2.2	Organise content into an effective learning and teaching sequence.
Curriculum, assessment and reporting	2.3	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between	2.4	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

Indigenous and non-Indigenous Australians

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

PROFESSIONAL PRACTICE

STANDARD 3

PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

FOCUS

GRADUATE

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

PROFESSIONAL PRACTICE

STANDARD 4

CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

FOCUS

GRADUATE

Support student participation	4.1	Identify strategies to support inclusive student participation and engagement in classroom activities.
Manage classroom activities	4.2	Demonstrate the capacity to organise classroom activities and provide clear directions.
Manage challenging behaviour	4.3	Demonstrate knowledge of practical approaches to manage challenging behaviour.
Maintain student safety	4.4	Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
Using ICT safely, responsibly and ethically	4.5	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.

PROFESSIONAL PRACTICE

STANDARD 5

ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING

FOCUS

GRADUATE

Assess student learning	5.1	Demonstrate understanding of assessment strategies including, informal and formal, diagnostic, formative and summative approaches to assess student learning.
Provide feedback to students on their learning	5.2	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.
Make consistent and comparable judgements	5.3	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgments of student learning.
Interpret student data	5.4	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
Report on student achievement	5.5	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.

PROFESSIONAL ENGAGEMENT

STANDARD 6

ENGAGE IN PROFESSIONAL LEARNING

FOCUS

GRADUATE

Identify and plan professional learning needs	6.1	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.
Engage in professional learning and improve practice	6.2	Understand the relevant and appropriate sources of professional learning for teachers.
Engage with colleagues and improve practice	6.3	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
Apply professional learning and improve student learning	6.4	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

PROFESSIONAL ENGAGEMENT

STANDARD 7

ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

FOCUS

GRADUATE

Meet professional ethics and responsibilities	7.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
Comply with legislative, administrative and organisational requirements	7.2	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
Engage with the parents/carers	7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers.
Engage with professional teaching networks and broader communities	7.4	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

NATIONAL QUALITY STANDARD

NATIONAL QUALITY STANDARD		
Concept	Descriptor	
QA1	Educational program and practice	
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	
1.3.1	Assessment and planning cycle	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.2	Critical reflection	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.3	Information for families	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2	Children's health and safety	
2.1	Health	
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	
2.2.1	Supervision	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA3	Physical environment	
3.1	Design	
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Concept		Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

