



COURSE OUTLINE

EDU109 Professional Experience: Play and Pedagogy in Early Learning

Course Coordinator: Vicki Schriever (vschriev@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 2

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1. Description

This course introduces you to the importance of play and pedagogies in early learning and the implications for your role as an early childhood teacher. You will commence a professional portfolio to document your professional growth. You will critique your experiences and perceptions of early learning, use observations and critical reflection to develop an understanding of professional identity. Your five day Supervised Professional Experience will provide insight into responsive relationships with children and families, the daily interactions and care giving central to early years contexts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of two hours.	2hrs	Week 1	10 times
Placement – You will undertake 5 days of SPE in an early childhood setting with a focus on birth to three-year-old children.	7.25hrs	Not applicable	5 times
Lecture – There will be a weekly lecture of 2 hours including self-directed learning tasks.	2hrs	Week 1	10 times

1.3. Course Topics

- The wellbeing, health and safety of all children
- Early years contexts, participants and the roles and contributions of participants
- The importance of play, observation and the learning capabilities of young children
- The diverse early learning context and inclusive practices
- Legislative requirements, including legislation for children with a disability
- Professional practice: USC Code of Conduct, working within relevant ethical frameworks and National Quality Standards
- Responsive and intentional teaching strategies
- Early Years Learning Framework
- The Australian Curriculum: Technologies
- Resources and tools for developing a professional portfolio to evidence the Australian Professional Standards for Teachers (APST) at Graduate stage
- Developing early childhood teacher identity through autobiographical and critical reflections
- EDU109 SPE Handbook

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Reflect on and establish connections between knowledge, practice and personal/professional development</p>	Knowledgeable	<p>6.1 - Identify and plan professional learning needs</p> <p>6.2 - Engage in professional learning and improve practice</p> <p>6.3 - Engage with colleagues and improve practice</p>
<p>2 Apply and articulate knowledge and understanding of children's well being and safety, legislation including legislation for children with a disability, ethical frameworks and professional standards in an early years context</p>	Knowledgeable	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.6 - Strategies to support full participation of students with disability</p> <p>4.4 - Maintain student safety</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p>
<p>3 Observe, reflect on and communicate engagement and relationship building with young children, families and educators.</p>	Ethical	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>3.7 - Engage parents / carers in the educative process</p> <p>4.1 - Support student participation</p> <p>7.3 - Engage with the parents/carers</p> <p>7.4 - Engage with professional teaching networks and broader communities</p>

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED011 or ED303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

In the Week 2 tutorial students will receive feedback on the draft of Task 3 Autobiographical Reflections.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	Semester of enrolment	Throughout teaching period (refer to Format)	In Class
All	2	Code of Conduct	Individual	Semester of enrolment	Week 3	SONIA
All	3	Journal	Individual	1000 words	Week 3	Online Assignment Submission with plagiarism check
All	4	Oral	Group	10 minute presentation	Refer to Format	In Class
All	5	Placement performance	Individual	Five consecutive days x 7 hours each day	Refer to Format	SONIA

All - Assessment Task 1: Activity Participation

GOAL:	The goal of this task is to participate and contribute to learning experiences (face to face and online) in active, cooperative and meaningful ways.
PRODUCT:	Activity Participation
FORMAT:	<p>You will engage in preparation for learning by familiarising yourself with the online learning materials and modules each week. You will engage in self-directed learning through engagement with course materials and contribute actively and cooperatively to discussions and activities.</p> <p>There are focused participation tasks in weeks 2, 4, 7-8, 12 and 13 which require specific preparation:</p> <p>In week 2 you will bring in a draft of your written response to the autobiographical reflection questions. You will share your written response with your tutor. You will also share your written response with your peers, listen to their reflection and discuss.</p> <p>In week 4 you will form a partnership and begin to work collaboratively on Assessment Task 4: Presentation.</p> <p>During weeks 7-8 you will watch the presentations of your peers and provide oral feedback.</p> <p>In week 12 you will actively participate in discussions and PEx preparation and use the information discussed to plan for your PEx, including familiarising yourself with the Handbook and Final Report Form, organising your PEx file, and identifying possible APSTs to evidence in your APST Portfolio.</p> <p>In week 13 you will engage in discussion and reflection about your learning in this course. You will engage in course feedback processes and identify your personal/professional learning goals for your upcoming SPE and beyond. You will share resources and ideas for a successful SPE in a long day care setting.</p> <p>At the compulsory debrief, you will share your PEx and create an updated plan of action for your professional learning needs, especially focusing on areas identified during the EDU109 PEx.</p>

CRITERIA:	No.	Learning Outcome assessed	
	1	Knowledgeable, active, cooperative and meaningful contributions to face to face and online learning including lectures, tutorials, discussions and focused participation tasks	1
	2	Preparation and organisation of materials, pedagogical documentation, resource ideas, files and folios linked to focused participation tasks	1
	3	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	1

All - Assessment Task 2: Code of Conduct

GOAL:	The goal of this task is to enable you to become familiar with the Code of Conduct for the School of Education and work within its guidelines during Work Integrated Learning (WIL), that is, the EDU109 Professional Experience.		
PRODUCT:	Code of Conduct		
FORMAT:	During your WIL experience, you are required to complete five days of PEx. To be eligible to pass, you are required to complete the Professional Experience satisfactorily and according to the criteria. See Blackboard for your discipline specific Code of Conduct.		
CRITERIA:	No.		Learning Outcome assessed
	1	Behaviour that is in accordance with the discipline Code of Conduct	1 2 3
	2	Adherence to the discipline Code of Conduct	1 2 3
	3	Successful completion of the required five days of PEx	1 2 3

All - Assessment Task 3: Autobiographical reflections

GOAL:	The goal of this task is to engage in critical reflection to identify initial perceptions and personal beliefs about learning and teaching.		
PRODUCT:	Journal		
FORMAT:	You will write an autobiographical reflection in response to 5 reflective questions. Each reflective narrative should include some personal background experiences, beliefs and knowledge that will impact on your developing perceptions of early years teaching and teachers.		
CRITERIA:	No.		Learning Outcome assessed
	1	Reflects on personal experiences	1
	2	Establishes connections between personal experiences and developing teacher identity and teaching practices	1 2
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	1

All - Assessment Task 4: EYLF Presentation

GOAL:	The goal of this task is to develop your understanding of each of the five Learning Outcomes in EYLF.																					
PRODUCT:	Oral																					
FORMAT:	<p>You will demonstrate your knowledge of each of the five EYLF Learning Outcomes through a presentation to your peers in Week 7 and 8. You will provide an overview of the Learning Outcome allocated to you, including detail of the sub-outcomes, use of a video showing the Learning Outcome in action and present teaching and learning activity ideas related to your Learning Outcome. Your activity idea must include one digital touch technology teaching strategy that reflects your knowledge of the Australian Curriculum: Technologies.</p> <p>Learning Outcome 1: Children have a strong sense of identity. Learning Outcome 2: Children are connected with and contribute to their world. Learning Outcome 3: Children have a strong sense of wellbeing. Learning Outcome 4: Children are confident and involved learners. Learning Outcome 5: Children are effective communicators.</p>																					
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Knowledgeable demonstration of an EYLF Learning Outcome</td><td>1</td></tr><tr><td>2</td><td>Identify the key elements of the EYLF Learning Outcome and how young children learn</td><td>1 2</td></tr><tr><td>3</td><td>Creative and age appropriate activity ideas that include the use of digital touch technologies</td><td>1 3</td></tr><tr><td>4</td><td>Knowledge of the Australian Curriculum: Technologies</td><td>2</td></tr><tr><td>5</td><td>Oral communication skills</td><td>3</td></tr><tr><td>6</td><td>Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions</td><td>1</td></tr></tbody></table>	No.		Learning Outcome assessed	1	Knowledgeable demonstration of an EYLF Learning Outcome	1	2	Identify the key elements of the EYLF Learning Outcome and how young children learn	1 2	3	Creative and age appropriate activity ideas that include the use of digital touch technologies	1 3	4	Knowledge of the Australian Curriculum: Technologies	2	5	Oral communication skills	3	6	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	1
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All - Assessment Task 5: Professional Experience

GOAL:	The goal of this task is to develop an understanding of the significance of the early years context in valuing children and encouraging quality learning and quality interactions.						
PRODUCT:	Placement performance						
FORMAT:	<p>You will undertake five days X 7.25 hours of PEx in an early years context, engaging with children (birth-three years); their care givers and their educators. During this first PEx you will familiarise yourself with the early years context and gain an understanding of the roles of staff and the contributions of families and communities in valuing and effecting quality experiences for young children. You will identify events that evidence engagement with the Australian Professional Standards for Teachers at Graduate Stage and contribute evidence to your PebblePad Portfolio. You will reflect on your PEx and write a daily reflection. You will attend a compulsory debrief session following PEx to reflect and share your experiences.</p>						
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7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	Autobiographical reflections as a narrative Personal backgrounds, perceptions and beliefs Developing teacher identity Expectations of the PEx USC Code of Conduct Blue Card requirements
Module 2	Introduction to the Australian Professional Standards for Teachers at graduate stage Introduction to Australian Children's Education and Care Quality Authority Early Childhood Australia: Code of Ethics Legislations and Ethical Standards in Early Childhood Education National Quality Standards in practice
Module 3	Contemporary theories and practice Examining Belonging, Being and Becoming: The Early Years Learning Framework for Australia with a focus on the five Learning Outcomes Alternative pedagogies and curricular approaches: Montessori; Steiner and Te Whariki Play as curriculum Importance of play Implementing play Assessing play based programs Healthy foods and drinks for young children
Module 4	Preparing for the PEx Cooperative behaviours Inclusive practices Wellbeing and development of young children
Module 5: SPE and Debrief (as scheduled)	Undertake five days PEx in an early years context Reflect on professional growth and development

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Arthur, Beecher, Death, Dockett & Farmer	2021	Programming & Planning in Early Childhood Settings	Cengage Learning Australia

8.2. Specific requirements

A valid Blue Card is required.

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2. Assessment: Additional Requirements

Limited Graded Course:

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.8. General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au