



COURSE OUTLINE

EDU112 Professional Experience: Communities and Partnerships

Course Coordinator: Alison Black (ablack1@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 focuses on building responsive and playful interactions and relationships with young children. You will acquire knowledge about attachment, caregiving and play and draw implications for your role as an early childhood educator who creates positive and safe early learning environments, and facilitates connectedness for children, families and communities. Your 10 day SPE will provide insight into building responsive relationships with children, families and community. You will create a Wider Field Experience (WFE) plan and determine how you will engage in partnerships with families and communities.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – Three hour equivalent: A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. This course will be supported by technology-enabled learning and teaching including Zoom.	3hrs	Week 1	10 times
Placement – You will undertake 10 days of SPE in an early years context, engaging with children (birth - two years); their carers/families and their educators. It is an expectation that you will engage fully at the SPE site for 7.25 hours each day. Please consult your SPE calendar and the course Blackboard site for placement dates.	7.25hrs	Refer to Format	10 times
Independent Study/Research – In addition to the lecture/tutorial/workshop hours (or equivalent activity) and completion of assessable tasks, you are required to engage in self-directed learning using the course Blackboard materials and topic modules; and engage with current research/reading via USC library databases, required/recommended textbooks and resources.	2hrs	Week 1	10 times
Lecture – You are required to engage with an online lecture (or equivalent activity) as well as online materials accessed through Blackboard.	1hr	Week 1	10 times

1.3. Course Topics

- Bronfenbrenner's ecological framework and theory
- Attachment theories and the importance of responsive interactions and relationships
- Play and playful interactions in the very early years
- Environmental influences on children's early learning, health and wellbeing
- The importance of childhood and valuing children for who they are right now
- Belonging, being and becoming: Exploring the vision of the Early Years Learning Framework (EYLF)
- Supporting and connecting children, families and communities

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

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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 Describe how responsive interactions and environments support young children's development, learning, health and wellbeing.</p>	<p>Knowledgeable</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 4.1 - Support student participation 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 6.3 - Engage with colleagues and improve practice 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities</p>

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<p>2 Identify research-informed and child-centred goals and approaches for interactions, care-giving, relationships, play and pedagogy.</p>	Empowered	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>1.2 - Understand how students learn</p> <p>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.1 - Content and teaching strategies of the teaching area</p> <p>2.2 - Content selection and organisation</p> <p>3.2 - Plan, structure and sequence learning programs</p> <p>3.3 - Use teaching strategies</p> <p>3.4 - Select and use resources</p> <p>3.5 - Use effective classroom communication</p> <p>3.7 - Engage parents / carers in the educative process</p> <p>4.1 - Support student participation</p> <p>4.3 - Manage challenging behaviour</p> <p>4.4 - Maintain student safety</p> <p>6.1 - Identify and plan professional learning needs</p> <p>6.3 - Engage with colleagues and improve practice</p> <p>6.4 - Apply professional learning and improve student learning</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p> <p>7.3 - Engage with the parents/carers</p> <p>7.4 - Engage with professional teaching networks and broader communities</p>

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<p>3 Demonstrate knowledge of strategies for building collaborative relationships with children, families, and community.</p>	Engaged	<ul style="list-style-type: none"> 1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources 3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 4.1 - Support student participation 4.3 - Manage challenging behaviour 4.4 - Maintain student safety 6.1 - Identify and plan professional learning needs 6.2 - Engage in professional learning and improve practice 6.3 - Engage with colleagues and improve practice 6.4 - Apply professional learning and improve student learning 7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements 7.3 - Engage with the parents/carers 7.4 - Engage with professional teaching networks and broader communities

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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>4 Observe how staff use the National Quality Standards and the Early Years Learning Framework in their everyday work and interactions.</p>	Ethical	<p>1.1 - Physical, social and intellectual development and characteristics of students</p> <p>1.2 - Understand how students learn</p> <p>1.3 - Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>2.1 - Content and teaching strategies of the teaching area</p> <p>2.2 - Content selection and organisation</p> <p>3.2 - Plan, structure and sequence learning programs</p> <p>3.3 - Use teaching strategies</p> <p>3.4 - Select and use resources</p> <p>3.5 - Use effective classroom communication</p> <p>3.7 - Engage parents / carers in the educative process</p> <p>4.1 - Support student participation</p> <p>4.3 - Manage challenging behaviour</p> <p>4.4 - Maintain student safety</p> <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>6.4 - Apply professional learning and improve student learning</p> <p>7.1 - Meet professional ethics and responsibilities</p> <p>7.2 - Comply with legislative, administrative and organisational requirements</p> <p>7.3 - Engage with the parents/carers</p> <p>7.4 - Engage with professional teaching networks and broader communities</p>
<p>5 Demonstrate an ability to use and apply effective communication strategies in a variety of contexts to produce and present quality and professional work.</p>	Engaged	

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

EDU109 and enrolled in Program 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

Time and support will be given in tutorials to assist you in undertaking your assessment tasks. You will have an opportunity to share your plan and reflections with peers and undertake peer review via the course Blackboard site and in the week 3 tutorial.

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	Refer to Format	In Class
All	2	Code of Conduct	Individual	Semester of Enrolment	Week 3	Online Assignment Submission
All	3	Plan	Individual	1500 word equivalent	Week 4	Online ePortfolio Submission
All	4	Portfolio	Individual	1500 word equivalent + relevant artefacts	Week 9	Online ePortfolio Submission
All	5	Placement performance	Individual	10 days x 7.25 hours	Refer to Format	SONIA

All - Assessment Task 1: Activity Participation

GOAL:	The goal of this task is to participate and contribute to learning experiences in active, cooperative and meaningful ways	
PRODUCT:	Activity Participation	
FORMAT:	<p>Submit: In tutorials and online learning, every week, with focused participation tasks in weeks 2, 4, 6, 7, 10.</p> <p>Activity participation is about your contribution to active and cooperative learning processes including thoughtful engagement in discussions, course activities and the learning process. 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 deep engagement with course materials and contribute actively and cooperatively to discussions (including online forums).</p> <p>There are also focused participation tasks in weeks 2, 4, 6, 7, 10 which require your attention:</p> <p>In week 2 you will bring your SPE/PEX folder and documentation from your previous SPE/PEX and share your learning from the previous semester's SPE/PEX course. You will also engage in peer review of your APST Portfolio and share the evidence you have collected and collated to date. Following reflection and critique of these portfolios and evidence you will identify your professional learning needs and plans for EDU112.</p> <p>In week 4 you will share your Professional Development Plan (Task 3) with peers.</p> <p>In week 6 you will engage actively and cooperatively in 'scholarly conversations' and collaborative folio preparation/building/processes of 'information creation' with your group members (Task 4).</p> <p>In week 7 you will actively participate in discussions and EDU112 PEX preparation and use the information discussed to plan for your SPE, including familiarising yourself with the PEX handbook and Final Report components, organising your PEX folder, and identifying possible APSTs to evidence in your APST Portfolio.</p> <p>In week 10 you will share your group folio and insights (Task 4) and 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 PEX and beyond.</p> <p>Following your PEX you will attend a compulsory debrief tutorial (refer to Course Blackboard announcements for date/time). At the compulsory EDU112 debrief you will share your PEX experiences, especially focusing on:</p> <ul style="list-style-type: none"> - Reflecting on the attachment relationships, play, wellbeing, safety, caregiving needs, interests and potentials of very young children, and the strategies you implemented to support children during the PEX - Reflecting on the insights you gained about creating positive and safe learning environments; facilitating connectedness, and how staff build responsive relationships and partnerships with children, families and communities - Reflecting on the APSTs you have gathered documentation for and are evidencing in your Early Childhood APST Graduate Standards Portfolio (via Pebble Pad) to show how you are meeting relevant standards - Creating an updated plan of action for your professional learning and development, based on professional learning needs identified during your EDU112 PEX. 	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledgeable, active, cooperative and meaningful contributions to face to face and online learning including lectorials, discussions and focused participation tasks 4 5
	2	Preparation and organisation of materials, folders and folios linked to focused participation tasks
	3	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions

All - Assessment Task 2: Code of Conduct

GOAL:	The goal of this task is to identify the key components of the Code of Conduct for the School of Education and Tertiary Access and work within its guidelines during a work integrated learning (WIL) placement.	
PRODUCT:	Code of Conduct	
FORMAT:	After studying the Code of Conduct in class and independently, you sign the Code of Conduct provided. Your signed document must be uploaded to Blackboard by the due date and prior to going onto a site for your PEx. During your WIL experience you are required to complete 10 days of work experience. To be eligible to pass, you are required to complete the Supervised Professional Experience satisfactorily according to the criteria below. See Blackboard for your discipline specific Code of Conduct. The Coordinator of Educational Partnerships and Professional Learning, the Course Coordinator and the Professional Learning Liaison will evaluate your performance and the quality of your work and make an assessment against the criteria below.	
CRITERIA:	No.	Learning Outcome assessed
	1 Behaviour that is in accordance with the discipline Code of Conduct	3 4 5
	2 Adherence to the discipline Code of Conduct	3 4
	3 Completion of the required 10 days of PEx	3 4 5

All - Assessment Task 3: Professional Development Plan

GOAL:	The goal of this task is to create a professional development plan	
PRODUCT:	Plan	
FORMAT:	<p>You will create a personal and professional development plan which identifies personal goals and future learning goals and commitments with regard to community partnerships, and considers Wider Field Experiences (WFE) and professional development opportunities of interest which you will action over the longer term to support the development of community partnerships in early years' contexts.</p> <p>Your plan will provide a rationale which outlines your valuing of community partnerships in the early years and explains how community partnerships support children and families to enhance children's learning and wellbeing. You will identify the importance of your educator role in developing child, family, community partnerships making connection with ACECQA Quality Area 6 http://www.acecqa.gov.au/collaborative-partnerships-with-families-and-communities and describe personal/professional goals that you have for building collaborative partnerships with families and communities.</p> <p>Using the WFE SONIA/Blackboard (Bb) site (or other) you will identify community projects linked to the early years that interest you (E.g. Gardening program, Smith Family reading buddy, Queensland Health Programs, other) and you will describe future learning goals for WFE that will build relationship and engagement with organisations and services supporting children and families in the local community. [Please note, if you do complete WFE experiences you need to submit one PDF WFE Student Experience Summary template (completed in SONIA, WILS Online) per WFE experience undertaken and attach it to your validation documentation and reflections. [You are required to engage in 30 hours of WFE across your program. You can use 10 of these hours toward professional development courses]. Time and support will be given in tutorials to assist you in undertaking this third assessment task. You will engage in critique of the content of your plan (and the plans of peers) and make judgments about the quality of what you (and your peers) have included.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1 Articulation of the importance of collaborative partnerships with families and communities for children, and connection to ACECQA Quality Area 6, during discussion of your educator role	2 3 4 5
	2 Identification of current interests and future learning goals for building collaborative partnerships	3
	3 Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	5

All - Assessment Task 4: Personal Reflection linked to Collaborative Folio

GOAL:	The goal of this task is to work collaboratively to gather information about a young child's development, and family and community contexts and to reflect on the role early childhood educators play in supporting children and families and developing family and community partnerships.	
PRODUCT:	Portfolio	
FORMAT:	<p>Working in a small group you will choose one child from the ABC Life Series and use the videos available from links in the course Blackboard site to follow the physical, social and intellectual development of this child from birth to age 7. Focusing on the influence of the first three years of life and how this connects to later learning, your group will engage in 'scholarly conversations' and discuss this child's development, characteristics, relationships and life circumstances. As a group you will engage with 'information creation as a process' and communicate/document your understandings using a range of forms and formats.</p> <p>Taking inspiration from your textbook, Bronfenbrenner's ecological framework, attachment research, The Early Years Learning Framework (EYLF), and Quality Area 6, you will discuss the critical importance of the early years, the need for young children to experience health, wellbeing and safety through strong attachment relationships, playful and responsive caregiving and interactions, and supportive social and cultural contexts.</p> <p>Thinking about what your group has gathered and created, you will provide a 1500 word equivalent personal reflection and summary of your learning and thinking about your educator role in terms of developing family and community partnerships and fostering the holistic development and wellbeing of the child in early childhood. Your summary will identify how your child observation and collaborative folio building, and engagement with frameworks, theories, values, readings and research have supported your understanding of early development and learning, health and wellbeing. You will discuss your educator role in terms of creating positive and safe early learning environments, and facilitating connectedness and inclusion for children, families and communities. You will identify information you would make available to families about community services, support agencies and resources to enhance parenting, family wellbeing and protective factors, as well as approaches and strategies you would use to communicate this information and involve parents/carers in the educative process. These strategies will show that you are aware of ways to work effectively and sensitively with parents/carers. You will identify how you will build respectful relationships with parents and engage with local organisations and service providers to enhance young children's learning and wellbeing. You will communicate your awareness of how family and community partnerships also serve to broaden your educator knowledge and practice.</p> <p>You are welcome to include artefacts such as weblinks, concept maps, visual explanations or summaries, images, stories, other, with your reflection. You will refer to and supply a list of scholarly references that have informed your developing perspectives. The Early Years Learning Framework and your textbooks will feature in this list.</p> <p>Early feedback mechanisms and opportunities for conversation and collaboration will be embedded in weekly class activities to support your success. Formative feedback and peer feedback will be provided prior to the final submission date. Your group will share their methodologies, approach to documentation, and developing understandings and insights with other class members. You will engage in critique of the quality of your group's folio and the folios of other groups.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	1
	2	1 2 3 4
	3	5

All - Assessment Task 5: Professional Experience and APST Portfolio

GOAL:	The goal of this task is to develop skills and strategies that support responsive implementation of early childhood curriculum and pedagogy, and the development of respectful and ethical relationships with children, caregivers and staff.								
PRODUCT:	Placement performance								
FORMAT:	<p>Submit: As per PEx calendar. You will undertake 10 days x 7.25 hours of PEx in an early years' context, engaging with children (birth - three years); their care-givers/families and their educators. It is an expectation that you will engage fully at the PEx site for 7.25 hours each day. Your site Supervisor will be eligible for QCT teacher registration. During this PEx you will participate in all aspects of the children's care, routines, play and learning under the guidance and supervision of a professional educator. Guidelines to support you during your PEx for EDU112 can be found in the Early Childhood PEx Handbook. A copy of the EDU112 Final Report is found in the Early Childhood PEx Handbook. You are required to successfully complete your PEx, reflect on your developing knowledge, skills and strategies, and demonstrate awareness and responsiveness to the individual needs, interests, capabilities and potentials of young children. You will maintain up-to-date professional written work in your PEx file and upload quality reflections and APST Portfolio evidence to Pebble Pad via Blackboard.</p> <p>This task will be assessed by your Supervising Teacher using the EDU112 Professional Experience Report Form. Refer to the WLS/SONIA PEx site for the EDU112 PEx handbook and EDU112 PEx report form information. You will also be required to use the Early Childhood APST Graduate Standards Portfolio (via Pebble Pad) to document and evidence that you are meeting relevant standards. You will need to demonstrate successful completion of PEx, 10 days with children aged birth-3 years (including exemplary code of conduct, overall attainment of APST standards, completion of the required components identified in the PEx handbook, including maintenance of up-to-date professional written work: Observations, Planning/Teaching/Assessment documentation, Reflections).</p> <p>Following your PEx you will attend a compulsory debrief tutorial (refer to Course Blackboard announcements for date/time). At the compulsory EDU112 debrief you will share your PEx experiences, especially focusing on:</p> <ul style="list-style-type: none"> - Reflecting on the attachment relationships, play, wellbeing, safety, caregiving needs, interests and potentials of very young children, and the strategies you implemented to support children during the PEx - Reflecting on the insights you gained about creating positive and safe learning environments; facilitating connectedness, and how staff build responsive relationships and partnerships with children, families and communities - Reflecting on the APSTs you have gathered documentation for and are evidencing in your Early Childhood APST Graduate Standards Portfolio (via Pebble Pad) to show how you are meeting relevant standards - Creating an updated plan of action for your professional learning and development, based on professional learning needs identified during your EDU112 PEx. 								
CRITERIA:	<table border="1"> <thead> <tr> <th style="text-align: left;">No.</th> <th style="text-align: left;">Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Successful completion of PEx, 10 days with children aged birth-3 years (including exemplary code of conduct, overall attainment of APST standards, completion of the required components identified in the SPE handbook, including written work. See above) 1 2 3 4 5</td> </tr> <tr> <td>2</td> <td>Attendance (compulsory) at scheduled debrief session following PEx 5</td> </tr> <tr> <td>3</td> <td>Self-directed APST portfolio building and evidencing of standards during and following PEx (you will discuss what you have gathered and evidenced during the debrief session) 5</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Successful completion of PEx, 10 days with children aged birth-3 years (including exemplary code of conduct, overall attainment of APST standards, completion of the required components identified in the SPE handbook, including written work. See above) 1 2 3 4 5	2	Attendance (compulsory) at scheduled debrief session following PEx 5	3	Self-directed APST portfolio building and evidencing of standards during and following PEx (you will discuss what you have gathered and evidenced during the debrief session) 5
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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
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PERIOD AND TOPIC	ACTIVITIES
Module 1 Introduction and Orientation to the course and core ideas	<ul style="list-style-type: none"> • Orientation to course: <ul style="list-style-type: none"> – Resources – Expectations & approaches – Using Blackboard – Using Pebble Pad – Assessment & assessment support • The early years as a critical time for development, learning, health and wellbeing. • Introduction to Bronfenbrenner’s ecological framework and theory; attachment theories • (Re)connecting with the values & vision of the Early Years Learning Framework • Nurturing relationships & environments • Checking the images you bring • Introduction to the Life@ series • WFE planning with a focus on community relationships and connectedness • Reflection and reflective practice; APST folio building
Module 2 The Importance of Early Years	<ul style="list-style-type: none"> • Activity participation – APST Portfolio review; past SPE/PEX review; and, following reflection and critique, identifying and planning professional learning needs for EDU112 • Connecting to own childhood and relationships • The early years last a lifetime • Relationships are the experiences through which children learn • Environmental influences on children’s development, early learning, health and wellbeing, challenging behaviour • Keeping children connected to their families • Optimal learning environments for children and protective factors • Progressing assessment and PEX preparation.
Module 3 The Importance of Relationships	<ul style="list-style-type: none"> • Valuing relationships and everyday interactions • Building relationships with children and families • Building community connections and partnerships • Creating meaningful contexts for living and learning • Building protective factors
Module 4 The Importance of Environments	<ul style="list-style-type: none"> • Activity participation – sharing AT3 plan with peers • Attachment relationships • Sense of security • Development • Belonging • Listening to children
Module 5 The Importance of Caregiving	<ul style="list-style-type: none"> • Educator roles • Caregiving interactions • Connections across modules (relationships, environments, caregiving) • Rituals and routines • Staying connected and experiencing connectedness
Module 6 Real time collaboration in class	<ul style="list-style-type: none"> • Activity participation – Collaborative folio preparation/building (Task 4) • Working on collaborative folio • Researching and gathering artefacts using ABC Life Series materials and textbooks • Focusing on the influence of the first three years of life • Applying Bronfenbrenner, • Building stronger communities for children • Thinking about PEX

PERIOD AND TOPIC	ACTIVITIES
Module 7 The Importance of Play	<ul style="list-style-type: none"> • Activity participation – EDU112 PEx preparation • Beliefs about play • Research about play • Supporting children's play • Handling challenging behaviour • Relationship building through playful interactions • Observing and listening to children
Module 8 The Importance of keeping children connected to their family	<ul style="list-style-type: none"> • Child-family connections • Family-community connections • Integrated services • Teacher as community leader • Whole of family and whole of community approaches • Supporting culture and connectedness
Module 9 The Importance of supporting parents in their parenting role	<ul style="list-style-type: none"> • Vulnerable families • Stressors for families • Engaging families • Responding to families • Working in partnership • Support • Developing and maintaining respectful and supportive relationships with families • Community services, support agencies and resources to support family wellbeing • Identifying local community links, resources, services
Module 10 The Educator's Role: Facilitating Collaboration and Connectedness for Children, Families and Community	<ul style="list-style-type: none"> • Activity participation – sharing AT4 folio with peers, reflection on course learning; course feedback; and personal/professional goal/values identification • Promoting links and community connections • Supporting and connecting children, families and communities • Supporting parents in their parenting role • Collaborative partnerships with families and communities • Identifying personal/professional values and vision for very young children, families, communities • Theory/practice connections • Revisiting key ideas of the course, applying ideas, and synthesising personal learning • Final PEx questions
PEx 10 days	Professional Experience – please refer to the most current PEx calendar and advice on the course Blackboard site to confirm PEx dates. Please refer to the PEx handbook and final report form for requirements.
Following PEx	Compulsory Debrief Tutorial – refer to Course Blackboard announcements and or timetable for date/time/location information

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	Curtis, D., & Carter, M.	2013	The art of awareness: How observation can transform your teaching	Redleaf Press
Required	Grace, R., Hodge, K., McMahon, C.	2016	Children, Families and Communities	Oxford University Press Australia

8.2. Specific requirements

Valid Blue Card, professional dress, and a wide brimmed hat.

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. 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 if you require an extension or alternate assessment. All assessment extension requests must be made prior to the assessment submission deadline using the online EDU112 Extension Request Form (available on Blackboard: Assessment).

Evidence must be provided and be in one of the recognized forms as per clause 7.9.2 of the USC Assessment Policies and Procedures document.

Late assessment submissions without prior approval will result in a fail (UF) being awarded, except in exceptional cases where there is an exemption from penalty with supporting evidence (see 7.9.1 of the USC Assessment Policies and Procedures document).

Please refer to USC Assessment Policy and Procedures for further information: <https://www.usc.edu.au/about/policies-and-procedures/assessment-courses-and-coursework-programs-procedures>

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