



COURSE OUTLINE

EDU206 Sustainability Through Play and Pedagogy

Course Coordinator: Alison Black (ablack1@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Semester 1

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 examines how early education can contribute to sustainable living and learning. Inspired by the textbook and initiatives that connect children to nature, community and environments, you consider strategies for working collaboratively with children, family and community towards connectedness, wellbeing and sustainability. Positioning children as active informed citizens, you explore current research and curriculum emphases in relation to sustainability, place, and environment to identify the rich contributions children can make to sustainable futures.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
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
Tutorial/Workshop – 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
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

1.3. Course Topics

- Defining early education for sustainability and examining why sustainability matters
- Connecting to current research & curriculum emphases in relation to sustainability
- Attending to key concepts such as place, environment, interconnection, sustainability, and change
- Local to global initiatives and projects that promote child friendly environments and connectedness for children and families
- Ethical, theoretical and pedagogical approaches to working with children, families and community
- Ethical, theoretical and pedagogical approaches to Education for Sustainability
- Supporting and enhancing holistic health, well-being, learning and development
- Active citizenship, leadership and community participation

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

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 Identify the importance of social and natural environments for healthy development in the early years</p>	<p>Knowledgeable Sustainability-focussed</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 3.3 - Use teaching strategies 4.1 - Support student participation 4.4 - Maintain student safety 6.2 - Engage in professional learning and improve practice 7.4 - Engage with professional teaching networks and broader communities</p>
<p>2 Propose strategies which promote connectedness for young children and families and build environments in which young children can develop and flourish</p>	<p>Knowledgeable Sustainability-focussed</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 3.3 - Use teaching strategies 4.1 - Support student participation 4.4 - Maintain student safety 6.2 - Engage in professional learning and improve practice 7.4 - Engage with professional teaching networks and broader communities</p>

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>3 Articulate a theorised and personalised professional commitment to creating responsive and healthy early childhood environments which contribute to personal, social, environmental and community sustainability</p>	<p>Empowered Sustainability-focussed</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 3.3 - Use teaching strategies 4.1 - Support student participation 4.4 - Maintain student safety 6.2 - Engage in professional learning and improve practice 7.4 - Engage with professional teaching networks and broader communities</p>
<p>4 Use authoritative sources and relevant literature to analyse and evaluate ideas about early education for sustainability</p>	<p>Creative and critical thinker Sustainability-focussed</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 2.1 - Content and teaching strategies of the teaching area 3.3 - Use teaching strategies 4.1 - Support student participation 4.4 - Maintain student safety 6.2 - Engage in professional learning and improve practice 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 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

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

Early feedback mechanisms will be embedded in weekly tutorial activities to support your success with this task. You can also use the discussion forums to engage in discussion about the focus and progress of your reflection and your guiding principles as an educator. In Week 3 there is opportunity to share your current draft with peers and gain formative feedback. In Week 6 you will present and share your completed narrative/creative work via an informal presentation in the workshop/tutorial time.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative	Individual	50%	2000 words or equivalent	Week 6	Online Assignment Submission with plagiarism check and in class
All	2	Written Piece	Individual	50%	2000 words or equivalent	Week 10	Online Assignment Submission with plagiarism check and in class

All - Assessment Task 1: Sustainability focused narrative or creative work

GOAL:	The goal of this task is to consider your own experiences with nature, how these have influenced you, and will enhance your role as an educator.											
PRODUCT:	Artefact - Creative											
FORMAT:	<p>Submit: Day of tutorial, Week 3 (draft for formative feedback); Day of tutorial Week 6 (final submission and informal presentation).</p> <p>This assessment is founded on your reflection on your experiences with nature. You are encouraged to use images and visual components to support your narrative or creative work. Using the textbook, current research & EYLF, QKLG, NQS and ACARA sustainability emphases as a stimulus, reflect on your own childhood and adult encounters with nature and natural places. Consider the significance of the concept of place (ACARA: how place gives meaning to people and are important to identity, belonging, wellbeing); the significance of the concept of environment (ACARA: the important interrelationships between humans and the environment); and the significance of the concept of sustainability (ACARA: the capacity of the environment to support our lives and the lives of other living creatures into the future). Create a narrative or creative work to capture the connections, interconnections, and disconnections of your personal experiences with nature and the natural world, as well as your holistic thinking in relation to values, commitments, learning, living and wellbeing. You might consider how your experiences and relationships with nature and the natural world have supported your experiences of belonging, wellbeing and connectedness. You could consider the effects, positive or negative, your experiences of the natural environment have had on your sense of self, your connectedness to other people and the world around you; or on your physical, mental and spiritual health. In your reflection you will appraise the impact of your experiences of the natural environment and consider how these experiences might influence and enhance your role as a professional working with young children. You will identify how you will support children's relationships with nature and articulate some guiding principles for your work as an educator who advocate for relationships with nature, early education for sustainability, and early environments as places of belonging for children and families.</p> <p>Early feedback mechanisms will be embedded in weekly tutorial activities to support your success with this task. You can also use the discussion forums to engage in discussion about the focus and progress of your reflection and your guiding principles as an educator. In Week 3 there is opportunity to share your current draft with peers and gain formative feedback.</p> <p>In Week 6 you will engage us in reflective and scholarly conversations as you present and share your completed narrative/creative work via an informal presentation in your tutorial.</p>											
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Reflection on personal experiences in nature and identification of the importance of social and natural environments for healthy development in the early years</td> </tr> <tr> <td>2</td> <td>Identification of strategies to promote connectedness for young children, families and community</td> </tr> <tr> <td>3</td> <td>Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions</td> </tr> <tr> <td>4</td> <td>Assessment criteria are mapped to the course learning outcomes</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Reflection on personal experiences in nature and identification of the importance of social and natural environments for healthy development in the early years	2	Identification of strategies to promote connectedness for young children, families and community	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	4	Assessment criteria are mapped to the course learning outcomes	<p>1 2 3</p>
No.	Learning Outcome assessed											
1	Reflection on personal experiences in nature and identification of the importance of social and natural environments for healthy development in the early years											
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3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions											
4	Assessment criteria are mapped to the course learning outcomes											

All - Assessment Task 2: Personal and Professional Position Paper

GOAL:	The goal of this task is to articulate a personal and professional position about 'learning for life' and 'early education for sustainability'	
PRODUCT:	Written Piece	
FORMAT:	Submit: Day of tutorial, Week 10 (with informal presentation in class)	
	<p>You will create a persuasive research-informed personal/professional position statement on an 'early education for sustainability' issue of your choice. This issue should be one you find meaningful and relevant for your work as an early childhood educator and be linked to your short-term and long-term commitments for children and education. Your textbook has a range of provocations which could be used as starting points. For instance, you could explore your personal and professional position on such topics as: The contribution of nature and the natural world to children's health and wellbeing; The importance of an ecological identity; Promoting child-friendly communities and child-centred change movements in response to sustainability issues; Early learning for sustainability through the arts; Early childhood settings as sites for connecting families with community.</p> <p>Positioning children as active informed citizens, you will use your textbook, current research, relevant curriculum sustainability emphases, and relevant ACARA concepts (such as place, environment, interconnection, sustainability, change) to explore your sustainability issue and identify the rich contributions children can make to sustainable futures. After discussing your position, you will consider educator roles and strategies for working collaboratively with children, family and community with regard to this issue, explaining how you will support connectedness, wellbeing and sustainability. In this task you are connecting theory, practice and your curated information/research about your issue. You are demonstrating you are developing your information literacy skills and dispositions, recognising that information has value, and valuing the skills, time and effort needed to produce knowledge. You are seeking to demonstrate through this connection-making and knowledge production the impact you hope to have with regard to early childhood education for sustainability. You will identify a broad range of teaching strategies you believe will be effective in progressing children's learning and commitment to sustainability. These engaging learning and teaching strategies will be responsive to learning opportunities that are planned and also to 'in-the-moment' teaching opportunities that arise during classroom conversations and interactions</p> <p>In Week 10 you will engage us in scholarly conversations as you share your views and positions informally with peers in the tutorial.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledge of sustainability issues
	2	Articulation of a theorised and personalised set of strategies for promoting responsive and healthy early childhood environments
	3	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions
	4	Assessment criteria are mapped to the course learning outcomes 1 2 3 4

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 Course overview and introduction; Early education for sustainability	<ul style="list-style-type: none"> Examining USC commitments to sustainability Examining children's rights Examining and connecting with curriculum emphases about sustainability Connecting with ACARA concepts (e.g place, space, environment, interconnection, sustainability); and related aims and inquiry questions

PERIOD AND TOPIC	ACTIVITIES
Module 2 Children in the natural world	<ul style="list-style-type: none"> • Reflecting on personal experiences and understandings • Looking to research on connectedness to nature • Looking at local, national, international initiatives • Researching Indigenous perspectives about nature and place • Connecting with ACARA concepts (e.g. environment: the significance of the environment in human life, and the important interrelationships between humans & the environment)
Module 3 Natural environments and wellbeing	<ul style="list-style-type: none"> • Connecting with ACARA concepts (e.g. place: places that give us meaning & belonging) • Exploring human/nature relationships • Investigating ideas about play and natural environments and materials • Wellbeing and connectedness • The importance of outdoor learning • Ecological identities
Module 4 Early learning for sustainability through the arts	<ul style="list-style-type: none"> • Exploring our own attitudes and values • Exploring the power of integrating the arts and sustainability for children • Sharing stories of the world around us, expressing and interpreting meaning • Investigating research and practice (e.g. Amy Cutter-Mackenzie's work; mapping research; Ali Black's research)
Module 5 Child friendly communities	<ul style="list-style-type: none"> • Examining images of the child in the community • Thinking globally, acting locally, participating personally • Looking at Child Friendly Cities projects and child-friendly child-centred change movements • Connecting to socio-cultural and ecological perspectives • Connecting with ACARA concepts (e.g. space: the ways people organise and manage the spaces that we live in)
Module 6 Presenting AT1 Assessment tasks	Sharing and Celebrating AT1 work together
Module 7 Ethics, pedagogy & citizenship	<ul style="list-style-type: none"> • Exploring civics and citizenship • Children as active informed citizens • Considering ethics of care and caring • Connecting children, families and communities • Connecting to ideas of agency and place, belonging and connectedness
Module 8 Leadership for creating cultures of sustainability	<ul style="list-style-type: none"> • Identifying practical projects and community support • Exploring notions of leadership for sustainability in early childhood settings • Using projects to connect children, families and communities • Leadership and organisational cultures • Connecting with ACARA concepts (e.g. interconnection: places and the people and organisations in them are interconnected with other places in a variety of ways)
Module 9 Active citizens for a sustainable world	<ul style="list-style-type: none"> • Examining notions of citizenship • Considering personal, local, national, global aspirations & contributions • Investigating children's earth charters • Respecting culture and difference, valuing peace and social justice • Connecting with ACARA concepts and aims (e.g. sustainability: as both a goal and a way of thinking about how to progress toward that goal)

PERIOD AND TOPIC	ACTIVITIES
Module 10 Futures Perspectives	<ul style="list-style-type: none"> • Connecting with ACARA concepts (e.g. scale: local events can have global outcomes; change: current processes of change can be used to predict change in the future and identify what is needed to achieve preferred & sustainable futures) • Identifying just and sustainable futures – personal, social, environmental, economic wellbeing • Examining possible, probable and preferable futures • Sharing position papers, values and priorities • Returning to educator roles and leadership; advocacy; cross-disciplinary/transdisciplinary links and connections • Reflection on course learning; course feedback; and personal/professional goal/values identification

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	Davis, J	2014	Young Children and the Environment: Early Education for Sustainability	Cambridge University Press

8.2. Specific requirements

Not applicable

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

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

All assessment extension requests must be made prior to the assessment submission deadline using the online EDU206 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 submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late.

To request an extension you must contact your course coordinator to negotiate an outcome.

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 Manly and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au