USC

EDU208 Professional Experience: Learning Theories in Early Learning

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

In this course you will examine children's experiences in kindergarten programs. You will find inspiration in the work of educators in Reggio Emilia and develop strategies for engaging children and inviting learning, play, and investigation. You will build on your knowledge about observing, documenting and reflecting on children's learning to plan and personalise learning experiences in ways that respond to individual needs, interests and potentials. The 10 day block supervised professional experience in a kindergarten program will extend your understanding of children (aged 3 ' 4.5 years) and their development.

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
Placement – You will undertake 10 days of SPE in a kindergarten setting or kindergarten program. 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

1.3. Course Topics

- Guiding curriculum approaches and frameworks: Queensland Kindergarten Learning Guideline; Early Years Learning Framework; Foundations for Success; National Quality Framework
- Cultivating the art of awareness: Observing for children's perspectives
- Inviting learning: Responding to observations
- Inviting environments: Inspirations from educators in Reggio Emilia
- Engaging children: Through play, discovery and investigation
- Reflecting: On the wellbeing, safety, needs, interests and potentials of young children
- Making children's learning visible through documentation
- Identifying educator roles, responses and responsibilities

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

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
① Engage with a range of curriculum frameworks; and design, implement and evaluate engaging and personalised learning experiences for kindergarten-aged children	Knowledgeable Engaged	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 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 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 4.4 - Maintain student safety 5.5 - Report on student achievement 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
② Seek and apply feedback from supervisors. Engage in ethical reflection on curriculum, pedagogy and professional standards and your own personal and professional development as a kindergarten teacher who responds to the learning needs of a diverse range of students and backgrounds.	Ethical Engaged	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 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 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 4.4 - Maintain student safety 5.5 - Report on student achievement 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
3 Organise and collate an ongoing personal learning portfolio that reports on your professional and ethical practice and engagement in the kindergarten setting	Ethical Engaged	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 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 - Strategies to support full participation of students with disability 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 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 4.4 - Maintain student safety 5.5 - Report on student achievement 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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4 Act in a professional and ethical manner when you engage with children, families, staff and community members attending the kindergarten program	Ethical Engaged	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 1.5 - Differentiate teaching to meet the specific learning needs of students across the full range of abilities 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 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 4.4 - 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 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

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

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 the third assessment task and to receive peer feedback.

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	Activity Participation	Individual	0%	Semester of Enrolment	Throughout teaching period (refer to Format)	In Class
All	2	Code of Conduct	Individual	0%	Semester of Enrolment	Week 3	Online Assignment Submission
All	3	Plan	Individual	0%	Minimum 1000 words	Week 4	Online ePortfolio Submission
All	4	Journal	Individual	0%	Minimum 150 words per reflection	Throughout teaching period (refer to Format)	Online ePortfolio Submission
All	5	Placement performance	Individual	0%	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:	Submit: In tutorials and online learning, every week, with focused participation tasks in weeks 2, 4, 7, 8, 9, 10. 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). There are also focused participation tasks in weeks 2, 4, 7, 8, 9, 10 which require your attention: 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 EDU208. In week 4 you will share your Plan (Task 3) with peers. In week 7 and 8 you will engage actively and cooperatively in reading, reflecting on, creating and sharing pedagogical documentation and learning stories. In week 9 you will actively participate in discussions and EDU208 PEx preparation and use the information discussed to plan for your PEx, 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. In week 10 you will share your journal 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. You will share resources and ideas for a successful PEx in kindergarten settings. Following your PEx you will attend a compulsory debrief tutorial (refer to Course Blackboard announcements for date/time). At the compulsory EDU208 debrief you will share your PEx experiences, especially focusing on: - Reflecting on the play, wellbeing, safety, needs, interests and potentials of young children, and the strategies you implemented to support children during the PEx - Reflecting on the insights you gained about inviting children's learning, play and investigation; about observing, documenting and reflecting on children's learning; and about planning and personalising learning experiences in ways that respond to individual needs, interests and potentials - 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 EDU208 PEx.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledgeable, active, cooperative and meaningful contributions to learning including discussions (synchronous/asynchronous) and focused participation tasks	
	2	Preparation and organisation of materials, pedagogical documentation, resource ideas, 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	
	4	Assessment criteria are mapped to the course learning outcomes	②

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)
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 (PEx). 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.

CRITERIA:	No.		Learning Outcome assessed
	1	Behaviour that is in accordance with the discipline Code of Conduct	
	2	Adherence to the discipline Code of Conduct	
	3	Completion of the required 10 days of PEx	
	4	Assessment criteria are mapped to the learning outcomes	② ④

All - Assessment Task 3: Personal and Professional Development Plan

GOAL:	The goal of this task is to create a personal and professional plan
PRODUCT:	Plan
FORMAT:	You will create a personal and professional development plan that outlines the curriculum and pedagogical knowledge and skills you will need in order to be successful in your supervised professional experience (PEx) in a kindergarten program. The plan will outline your current knowledge of curriculum and pedagogy; sources of inspiration such as the work of educators in Reggio Emilia; core ideas from your course textbooks; and a strategy for building on your current knowledge, skills and dispositions in ongoing ways over the semester. Your plan will refer to the professional approaches and standards that you intend to demonstrate during your PEx. In addition, you can extend this plan to consider wider field experiences and professional development opportunities that you will action over the longer term. [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]. Time and support will be given in tutorials to assist you in undertaking this third assessment task.

CRITERIA:	No.		Learning Outcome assessed
	1	Knowledge of relevant curriculum frameworks, standards and priorities	
	2	Articulation of a personal and professional development plan linked to current knowledge, skills and dispositions	
	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

All - Assessment Task 4: Reflective Journal

GOAL:	The goal of this task is to engage in weekly reflection about your developing knowledge of kindergarten curriculum and pedagogy, including a focus on children from diverse linguistic, cultural, religious and socioeconomic backgrounds.
PRODUCT:	Journal
FORMAT:	Each week you will reflect on key ideas in the textbooks/recommended readings, on relevant kindergarten curriculum frameworks and approaches, and on a variety of pedagogical practices valued in kindergarten settings. Your reflections will act as scholarly conversations where you describe your developing knowledge and insights and connect theory and practice. For example, through your discussion of the Queensland Kindergarten Learning Guideline learning and development areas https://www.qcaa.qld.edu.au/kindergarten/qklg/learning-development-areas you will show you are aware of the importance of identity, wellbeing, communicating, connectedness and active learning as well as possible opportunities to support children's holistic learning and development in these areas. Similarly, through your discussion of the Queensland Kindergarten Learning Guideline professional focus materials (e.g. Inclusion and diversity https://www.qcaa.qld.edu.au/kindergarten/inclusion-diversity) you will demonstrate your developing knowledge of teaching strategies that are responsive to the strengths and needs of all kindergarten children, including cultural identity, religous, socioeconomic and linguistic backgrounds.. As well as the kindergarten curriculum frameworks, you will connect with a range of literature and scholarly ideas to support your discussion. Through this discussion and reflection, 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. Reflective and critical questions are provided on Blackboard to support and focus your reflection. Class conversations will offer foundations for reflection. Each reflection will be a minimum of 150 words, and you are encouraged to use your reflections to document your understandings, professional development and learning linked to coursework. As you reflect on kindergarten curriculum and pedagogy you will focus on strategies for observing for young children's perspectives, engaging teaching and learning strategies that connect and build upon children's interests and strengths, creating invitations for learning, and documenting children's learning. You will reflect on the value of documentation and learning stories for sharing children's learning and development with parents/carers.

CRITERIA:	No.		Learning Outcome assessed
	1	Reflection on kindergarten curriculum and pedagogy	
	2	Articulation of personal/professional knowledge and skills in relation to kindergarten curriculum and pedagogy, including student diversity (linguistic, cultural, religious and socioeconomic backgrounds)	
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	
	4	Assessment criteria are mapped to the learning outcomes	① ② ③

All - Assessment Task 5: Professional Experience & APST Portfolio Building

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:	You will undertake 10 days of PEx in a kindergarten setting or kindergarten program. It is an expectation that you will engage fully at the PEx site for 7.25 hours each day. You will be supervised by a professional teacher who meets the qualification and registration requirements of the Queensland College of Teachers (QCT) and who will complete your report. 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 EDU208 can be found in the Early Childhood PEx Handbook. A copy of the EDU208 Final Report is found in the Early Childhood PEx Handbook. See WILS/SONIA PEx Site. 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 folder and upload quality reflections and APST Portfolio evidence to PebblePad via Blackboard. Please refer to the current PEx calendar and Course Blackboard site for confirmation of PEx dates. This task will be assessed by your Supervising Teacher on the EDU208 Professional Experience Report Form. Refer to the WILS/Sonia PEx Site for the EDU208 PEx handbook and EDU208 PEx report form information. You will also be required to use the Early Childhood APST Graduate Standards Portfolio (via PebblePad) to document and evidence that you are meeting relevant standards. You are required to successfuly complete your PEx of 10 days with children aged 3 ½ - 4 ½ (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). Following your PEx you will attend a compulsory debrief tutorial (refer to Course Blackboard announcements for date/time). At the compulsory EDU208 debrief you will share your PEx experiences, especially focusing on: - Reflecting on the play, wellbeing, safety, needs, interests and potentials of young children, and the strategies you implemented to support children during the PEx - Reflecting on the insights you gained about inviting children's learning, play and investigation; about observing, documenting and reflecting on children's learning; and about planning and personalising learning experiences in ways that respond to individual needs, interests and potentials - 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 EDU208 PEx.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Successful completion of PEx, 10 days with children aged 3 ½ - 4 ½ (see format for detail)	
	2	Attendance (compulsory) at scheduled debrief session following PEx	
	3	Self-directed APST portfolio building and evidencing of standards during and following PEx (you will discuss what you have gathered during the debrief session)	
	4	Assessment criteria are mapped to the 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

PERIOD AND TOPIC	ACTIVITIES
Module 1 Introduction and orientation to the course and core ideas	• Orientation to course: – Resources – Expectations & approaches – Using Blackboard – Using Pebble Pad – Assessment & assessment support • The kindergarten year in Queensland, The QKLG, alignment with EYLF • The kindergarten setting • Cultivating the Art of Awareness. • Being and seeing with and seeing with young children.
Module 2 Self-knowledge and reflection	• Activity participation – APST Portfolio review; past SPE/PEx review; and, following reflection and critique, identifying and planning professional learning needs for EDU208 • Why self-knowledge is important • Identifying strengths and knowledge needs • Personal/professional dispositions, goals, and plans • Engaging in quality reflection • Devising your personal and professional development plan.
Module 3 Thinking about curriculum	• Your personal philosophy • Your images of young children • Defining curriculum • Kindergarten curriculum frameworks, documents and guides https://www.qcaa.qld.edu.au/kindergarten/qklg; https://www.foundationsforsuccess.qld.edu.au/about • Your role as curriculum decision-maker and designer
Module 4 Thinking about pedagogy	• Activity participation – sharing AT3 plan with peers • Play • Creating/designing invitations and environments • Pedagogies of listening and relationship • Planned and intentional and emergent and in-the-moment learning and teaching • Identity, connectedness, safety and wellbeing • Connecting to philosophy and professional learning goals
Module 5 Environments for Learning	• Supporting relationships, friendships and individuals • Inclusive and responsive practices • Environments for play and discovery • The natural world • The arts, beauty and aesthetics • Evoking the senses
Module 6 Observing to transform your relationships, teaching, assessment, and planning	• Observation and the art of seeing and listening • Inspirations from Reggio Emilia • Seeing through children's eyes • Listening with children • Valuing children's perspectives • Observing how children make meaning • Getting organised to observe
Module 7 Documentation	• Activity participation – reading, reflecting on, creating and sharing pedagogical documentation • Teacher as researcher • Reflective practice • Who is documentation for? • Creating documentation (Gathering stories/evidence in a variety of ways) • Sharing documentation with children and their families • Using documentation to observe, assess, plan and reflect

PERIOD AND TOPIC	ACTIVITIES
Module 8 Learning stories	• Activity participation – reading, reflecting on, creating and sharing learning stories • Practicing the art of awareness, looking closely • Pedagogical care, listening and narration • Becoming a storyteller, the art of storytelling • Thinking about the effect of stories – on you, children, families, society • Technologies and tips • Identifying next steps for learning
Module 9 Preparing for PEx	• Activity participation – EDU208 PEx preparation • Connecting to values and visions • Connecting to expectations • Connecting to strategies, knowledge and educator roles • Being prepared • Being professional • Evidencing personal and professional knowledge and thinking • Advancing your Professional Portfolio
Module 10 Sharing resources and insights	• Activity participation – sharing AT4 insights with peers; reflection o course learning; course feedback; and personal/professional goal/values identification • Sharing key learnings, resources and ideas • Resource sharing to support a successful PEx • Final reflections
10 day PEx	Professional Experience – please refer to the PEx calendar to confirm PEx dates. Please refer to PEx handbook and final report fo requirements.
Following PEx	Compulsory Debrief Tutorial – refer to Course Blackboard announcements for date/time

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	Curtis, D. & Carter, M	2015	Designs for Living and Learning: Transforming Early Childhood Environments	Redleaf Press

8.2. Specific requirements

Current Blue Card; professional attire, closed in shoes and 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 and provide the required documentation if you require an extension or alternate assessment. All assessment extension requests must be made prior to the assessment submission deadline using the online EDU208 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