



COURSE OUTLINE

EDU217 Professional Experience: Evidence Based Decision Making in Early Learning

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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 will explore processes of curriculum development and decision making in the early phase of learning in educational contexts. The course will investigate a range of methods of monitoring and assessing children's differentiated learning and developing competencies as well as reporting on children's progress to ensure continuity in learning across early learning experiences and learning areas. This course requires you to participate in 15 days of Supervised Professional Experience in a Kindergarten educational setting.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ON CAMPUS			
Tutorial/Workshop 1 – There will be a scheduled weekly tutorial of two hours.	2hrs	Week 1	10 times
Placement – This course includes a 15 day Supervised Professional Experience placement in a kindergarten setting commencing in Week 11.	40hrs	Week 11	3 times
Lecture – There will be a weekly lecture of 2 hours including self-directed learning tasks.	2hrs	Week 1	10 times

1.3. Course Topics

- Early Years Learning Framework (EYLF)
- Queensland Kindergarten Learning Guidelines (QKLG)
- Listening and Learning Together: C&K Curriculum Approach
- Foundations for Success
- Australian Curriculum (ACARA)
- Roles, responsibilities and pedagogical approaches to teaching in the early years
- Differentiating teaching to meet the specific learning needs of children across the full range of abilities
- Supporting language and early literacy practices in kindergarten, including developing children's phonological awareness and alphabetic and letter-sound knowledge (phonics)
- Making judgments on children's learning using appropriate assessment and evaluation approaches
- Keeping accurate and reliable records of student achievement for reporting purposes
- Early childhood policies and initiatives in curriculum decision making
- Children's transitions and continuity including transitioning from an early childhood setting to a primary school
- Transition statements
- Professional Experience (PEX)

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
1 Interpret state and Australian curriculum documents, participate in curriculum decision making processes and assessment moderation to support consistent and comparable judgements of children's learning in the kindergarten context.	Ethical Engaged	2 - Know the content and how to teach it 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 5.3 - Make consistent and comparable judgements
2 Differentiate teaching to meet the specific learning needs of children across the full range of abilities; and build on children's competencies, needs, interests and continuity of learning to enhance the transition from Kindergarten to Prep	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

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
3 Use state and/or Australian curriculum documents to plan, design and articulate integrated learning experiences for children that support their language development and early literacy practices in kindergarten	Ethical Engaged	2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation 2.3 - Curriculum, assessment and reporting 2.5 - Literacy and numeracy strategies 3.2 - Plan, structure and sequence learning programs 3.3 - Use teaching strategies 3.4 - Select and use resources
4 Use a range of state and/or Australian curriculum documents as well as transition statements to monitor, assess and report on children's progress in early learning experiences and learning areas and enhance continuity of learning	Ethical Engaged	5.1 - Assess student learning 5.2 - Provide feedback to students on their learning 5.3 - Make consistent and comparable judgements 5.4 - Interpret student data 5.5 - Report on student achievement
5 Develop, and reflect on, pedagogical strategies to build on children's continuity of learning across prior-to-school and schooling contexts.	Ethical Engaged	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
6 Apply and articulate knowledge and understanding of legislative, ethical frameworks and professional standards in an early years context.	Ethical Engaged	7.1 - Meet professional ethics and responsibilities 7.2 - Comply with legislative, administrative and organisational requirements

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

EDU208 and enrolled in Program ED303

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU336

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

Students will apply content knowledge and practice assessment skills during tutorials. Opportunities for group and individualised feedback will be provided.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	Semester of enrolment	Throughout teaching period (refer to Format)	In Class
All	2	Code of Conduct	Individual	Ongoing through the semester	Week 3	Online Assignment Submission
All	3	Practical / Laboratory Skills, and Written Piece	Individual	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	4	Plan	Individual	1500 word equivalent	Week 7	Online Assignment Submission with plagiarism check
All	5	Placement performance	Individual	15-day block PEx	Refer to Format	SONIA

All - Assessment Task 1: Activity Participation

GOAL:	The goal of this task is to participate and contribute to learning experiences (face to face and online) in active, cooperative and meaningful ways.	
PRODUCT:	Activity Participation	
FORMAT:	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, lectures and tutorials. There are also focused participation tasks in weeks 2, 4, 6, 9 and 10 which require specific preparation: In week 2 you will bring your PEx file and documentation from your previous PEx and share your learning from the previous semester's 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 EDU217. In week 4 you will undertake an observation in practice and share your reflections and insights with peers. In week 6 you will bring in your selected children's book and share your selected text and developing pedagogical ideas with your peers. In week 9 you will actively participate in discussions and EDU217 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 file, and identifying possible APSTs to evidence in your APST Portfolio. In week 10 you will engage in discussion and reflection about your learning in this course. You will engage in course feedback processes and identify your personal/professional learning goals for your upcoming PEx and beyond. You will share resources and ideas for a successful PEx in kindergarten settings.	
CRITERIA:	No.	Learning Outcome assessed
	1	Knowledgeable, active, cooperative and meaningful contributions to face to face and online learning including lectures, tutorials, discussions and focused participation tasks 1
	2	Preparation and organisation of materials, pedagogical documentation, resource ideas, file and folios linked to focused participation tasks 1 2 3
	3	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions 3

All - Assessment Task 2: Code of Conduct

GOAL:	The goal of this task is to critically analyse the Code of Conduct for the School of Education and reflectively operate within its guidelines during a work integrated learning (WIL) experience.	
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 an education site on your first SPE. During your WIL experience, you are required to complete 15 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.	
CRITERIA:	No.	Learning Outcome assessed
	1	Demonstration of personal behaviour that is in accordance with the discipline specific Code of Conduct 6
	2	Demonstration of professional adherence to the discipline specific Code of Conduct 6
	3	Successful completion of the required 15 days of SPE 1 2 3 4 5 6

All - Assessment Task 3: Observation in Practice

GOAL:	Observe, record, and analyse the learning you notice in the scenario provided.	
PRODUCT:	Practical / Laboratory Skills, and Written Piece	
FORMAT:	Engage in a formal process to provide formative feedback. You will watch a provided video and from the perspective of a teacher, complete the template provided and analyse your observations to provide insights into the children's learning.	
CRITERIA:	No.	Learning Outcome assessed
	1	Understanding and application of observation skills 1 4
	2	Knowledge of principles, practices, and approaches appropriate for kindergarten contexts 1 2 3 4 5
	3	Recording accurate and reliable student achievement data for the purpose of reporting 4
	4	Effective action plan to accommodate learning needs 2 4 5
	5	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions. 1

All - Assessment Task 4: Intentional Teaching Learning Sequence

GOAL:	Develop and reflect on pedagogical strategies to build on children's interests and developing competencies and differentiate teaching to meet the specific learning needs of children across the full range of abilities.	
PRODUCT:	Plan	
FORMAT:	You will select an age-appropriate story book for kindergarten children. You will use the story book as a basis for developing an intentional teaching learning sequence that supports language development and early literacy practices in kindergarten. You will identify and describe how you will differentiate teaching to meet the specific learning needs of children across the full range of abilities. You will be provided with a planning template for your activities.	

CRITERIA:	No.	Learning Outcome assessed	
	1	Knowledge of age-appropriate curriculum planning, recording, and reporting processes	1 3 4 5
	2	Uses a range of teaching strategies	2 3 5
	3	Supports children's language development and early literacy practices	3
	4	Differentiates learning sequences to meet the specific learning needs of children across the full range of abilities	2 3 5
	5	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	1

All - Assessment Task 5: Supervised Professional Experience (SPE)

GOAL:	To develop an understanding of the significance of the kindergarten context in valuing children's communication and social interactions.		
PRODUCT:	Placement performance		
FORMAT:	<p>You will undertake 15 days of PEx in a kindergarten context.</p> <p>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 EDU217 can be found in the Early Childhood PEx Handbook. A copy of the EDU217 Final Report is found in the Early Childhood SPE Handbook. You are required to successfully complete your PEx and reflect on your planning and teaching of individual, small group and large group learning experiences. You will maintain up-to-date professional written work in your PEx folder and upload quality reflections and APST Portfolio evidence to Pebble Pad.</p>		
CRITERIA:	No.		Learning Outcome assessed
	1	This task will be assessed by your Supervising Teacher on the EDU217 Professional Experience Report Form. Refer to the Professional Experience Blackboard site. Attendance (compulsory) at scheduled debrief session following PEx.	1 2 3 4 5 6

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.

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

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

8.1. Prescribed text(s) or course reader

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

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Arthur, Beecher, Death, Dockett and Farmer	2021	Programming and planning in early childhood settings (8th ed).	n/a

8.2. Specific requirements

You must have a valid Blue Card. Refer to the QCAA and ACARA websites to access curriculum documents

9. How are risks managed in this course?

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

10. What administrative information is relevant to this course?

10.1. Assessment: Academic Integrity

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

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

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

10.2. Assessment: Additional Requirements

Limited Graded Course:

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

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

10.3. Assessment: Submission penalties

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

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