



COURSE OUTLINE

EDU423

Reflective Practices in Early Learning

Course Coordinator: Anne Drabble (adrabble@usc.edu.au) **School:** School of Education and Tertiary Access

2021 | Session 5

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 extends your developing teacher identity through critical reflections of professional knowledge, professional practice and professional engagement. Informed by the EYLF, QKLG and the Australian Curriculum you will use a reflection-for-action lens to analyse explicit teaching strategies for early reading instruction for young students across the full range of abilities. You will produce evidence-based practices using the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language to collaborate and share with parents and carers to further advance young students' language and reading at home.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
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1.3. Course Topics

Module 1: Reflective practices to support a developing teacher identity:

- Beliefs and values;
- Developing professional identity;
- Connecting with the teaching profession; and
- Professional Development and achievement of the APST.

Module 2: Reflective practices in early reading instruction:

- Language acquisition;
- Listening comprehension;
- Phonemic awareness;
- Phonics (synthetic phonics and analytic phonics);
- Australian Curriculum (Literacy Progressions);
- Australian Curriculum (English);
- Australian Curriculum (Technologies);
- Australian Curriculum (Prep) Sequence of Content and Sequence of Achievement

2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
<p>1 Demonstrate knowledge of quality learning and teaching including advanced theoretical and philosophical perspectives of an early childhood teacher and the teaching profession.</p>	<p>Knowledgeable Empowered Engaged</p>	<p>1.1 - Physical, social and intellectual development and characteristics of students 1.2 - Understand how students learn 2.1 - Content and teaching strategies of the teaching area 2.2 - Content selection and organisation</p>
<p>2 Evaluate and apply knowledge and understanding of the Australian curriculum (English) and the Australian curriculum (Technologies) for use in a Prep classroom.</p>	<p>Knowledgeable Creative and critical thinker Empowered</p>	<p>1.4 - Strategies for teaching Aboriginal and Torres Strait Islander students 2.1 - Content and teaching strategies of the teaching area 2.5 - Literacy and numeracy strategies 2.6 - Information and Communication Technology (ICT) 4.5 - Use ICT safely, responsibly and ethically</p>
<p>3 Evaluate and apply knowledge and understanding of early reading instruction including the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language.</p>	<p>Knowledgeable Empowered Ethical</p>	<p>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 2.5 - Literacy and numeracy strategies 3.2 - Plan, structure and sequence learning programs</p>
<p>4 Engage ethically and sensitively with parents and carers to share, explain and respond to communication on the value of explicit teaching strategies used in early reading instruction.</p>	<p>Knowledgeable Ethical Engaged</p>	<p>3.5 - Use effective classroom communication 3.7 - Engage parents / carers in the educative process 7.3 - Engage with the parents/carers</p>
<p>5 Communication using clear and concise language in a range of genres for the field of Education using appropriate conventions.</p>	<p>Knowledgeable Empowered Engaged</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

Not applicable

5.2. Co-requisites

EDU408 and enrolled in ED303

5.3. Anti-requisites

EDU409 Internship

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

You will draw on your prior knowledge from EDU109 Professional Experience: Play and Pedagogy in Early Learning (autobiographical reflections) and EDU104 Foundations of Literacy and Numeracy; EDU213 Teaching English: Curriculum and Pedagogy, EDU340 Teaching Reading and Writing, and EDU361 Teaching English: Language, Literature and Literacy.

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

Task 1 is designed to provide early feedback to students. Feedback will be provided after the first executive summary on scholarly articles has been completed.

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	Literature Review (or component)	Individual	50%	2000-word equivalent	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Individual	50%	3000-word equivalent	Week 7	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Literature Review (Scholarship as Conversation)

GOAL:	The goal of this task is to create an executive summary for each of the scholarly articles and Professional Development (PD) resources provided.
PRODUCT:	Literature Review (or component)
FORMAT:	<p>You are required to create an executive summary for each of the scholarly articles and PD resources provided. The scholarly articles and PD resources will challenge you to reflect on your developing teacher identity, with reference to your professional knowledge, professional practice and professional engagement in prior to school and school settings. Topics include:</p> <ol style="list-style-type: none">1.safe and ethical use of ICT in the learning context;2.developing proactive relationships and involving parents and carers in the educative process of learning;3.developing teacher identity and professional development; and4.effective teaching strategies to support early reading instruction. <p>SUBMIT: On Friday 5.00pm each week prior to the F2F intensive.</p>

CRITERIA:	No.	Learning Outcome assessed
	1	Analysis and interpretation of scholarly articles and PD resources through an executive summary.
	2	Application and implementation of research and professional development to the teaching context.
	3	Justification for extending developing teacher identity through professional knowledge, professional practice and professional engagement.
	4	Written communication skills and academic literacies including spelling, grammar, APA referencing conventions and technical accuracy.
	5	Assessment criteria are mapped to the course learning outcomes. 1 2 3 4 5

All - Assessment Task 2: Creative and Written Piece (using storybooks to support early reading instruction).

GOAL:	The goal of this task is to demonstrate knowledge of early reading instruction during a storybook reading session in a Prep classroom.												
PRODUCT:	Artefact - Creative, and Written Piece												
FORMAT:	<p>Use an age appropriate storybook (imaginative, informative or persuasive) for Prep students, to produce an artefact (creative and written piece).</p> <p>Your written piece will include:</p> <ol style="list-style-type: none"> 1. a rationale for including the English curriculum and the Technologies curriculum during the storybook reading session. 2. one storybook reading activity for use in the Prep classroom with specific reference to the English curriculum and Technologies curriculum. 3. one storybook reading activity for use in the home with specific reference to the English curriculum and Technologies curriculum. 4. deep reflection-for action-responses to: <ul style="list-style-type: none"> - the feedback provided by a parent/carer on the reading activity you prepared for the home, and - your reading of the storybook and your use of early reading instruction recorded on video. 												
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1. Innovative integration of the English curriculum and the Technologies curriculum for early reading instruction (including the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language);</td> </tr> <tr> <td>2</td> <td>Implementation of a range of strategies to encourage student participation and communicative contributions in the storybook reading activities.</td> </tr> <tr> <td>3</td> <td>Collaborative communication strategies for involving parents/carers in early reading instruction.</td> </tr> <tr> <td>4</td> <td>Evidence of a reflection-for -action response to the artefact, including parent/carer feedback to improve practice and involve parents/carers in the educative process of early reading.</td> </tr> <tr> <td>5</td> <td>Assessment criteria linked to LO1, LO2, LO3, LO4</td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	1. Innovative integration of the English curriculum and the Technologies curriculum for early reading instruction (including the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language);	2	Implementation of a range of strategies to encourage student participation and communicative contributions in the storybook reading activities.	3	Collaborative communication strategies for involving parents/carers in early reading instruction.	4	Evidence of a reflection-for -action response to the artefact, including parent/carer feedback to improve practice and involve parents/carers in the educative process of early reading.	5	Assessment criteria linked to LO1, LO2, LO3, LO4
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7. Directed study hours

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

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1:	Reflective practices supporting a developing teacher identity: Beliefs and values. Developing professional identity. Connecting with the teaching profession. Professional Development and the APST.
Module 2.	Reflective practices in early reading instruction: Language acquisition Listening comprehension Phonemic awareness Phonics (synthetic phonics and analytic phonics) Literacy Progressions (Australian Curriculum) Sequencing and retelling events Australian Curriculum English (Prep) Australian Curriculum English (Achievement Standards) Communicating and Collaborating with parents and carers in the educative process of early reading instruction.

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Current Blue Card for place-based field trip.

It is expected that you will have access to the internet to access electronic material available online via the University Blackboard site and the library.

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

Late submission of assessment tasks will 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 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 and supply the required documentation 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 Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au