



Course outline

Code: EDU208

Title: Professional Experience: Learning Theories in Early Learning

Faculty of: Science, Health, Education and Engineering

Teaching Session: Semester 1

Year: 2017

Course Coordinator: Dr Ali Black Email: ablack1@usc.edu.au

Course Moderator: Rosemary Horn

1. What is this course about?

1.1 Course 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 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 Course content

- Guiding curriculum approaches and frameworks: Queensland Kindergarten Learning Guideline; Early Years Learning Framework; Building Waterfalls; 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 needs, interests and potentials of young children Making children's learning visible through documentation
- Identifying educator roles, responses and responsibilities

2. Unit value

12 units

3. How does this course contribute to my learning?

On successful completion of this course you should be able to:	You will be assessed on the learning outcome in task/s:	Completing these tasks successfully will contribute to you becoming:
Engage with a range of curriculum frameworks; and design, implement and evaluate engaging and personalised learning experiences for kindergarten-aged children	Task 3, 4	Engaged. Knowledgeable.
Engage in ethical reflection on curriculum, pedagogy and professional standards and your own personal and professional development as a kindergarten teacher	Task 1, 2, 3, 4	Ethical. Engaged.
Organise and collate an ongoing personal learning portfolio that reports on your professional and ethical practice and engagement in the kindergarten setting	Task 1, 4	Ethical. Engaged.
Act in a professional and ethical manner when you engage with children, families, staff and community members attending the kindergarten program	Task 1, 4	Ethical. Engaged.

4. Am I eligible to enrol in this course?

Refer to the *Undergraduate Coursework Programs and Awards - Academic Policy* for definitions of “pre-requisites, co-requisites and anti-requisites”

4.1 Enrolment restrictions

Nil

4.2 Pre-requisites

EDU109

4.3 Co-requisites

Nil

4.4 Anti-requisites

Nil

4.5 Specific assumed prior knowledge and skills (optional)

N/A

5. How am I going to be assessed?

5.1 Grading scale

Limited – Pass (PU), Fail (UF)

5.2 Assessment tasks

Task No.	EDU208 Assessment Tasks	Individual or Group	Weighting %	What is the duration/ length?	When should I submit?	Where should I submit it?	WIL or PC
1	Code of Conduct	Individual	PU/UF	Semester of Enrolment	Nil Submission Required	Nil Submission Required	Yes
2	Personal and Professional Development Plan	Individual	PU/UF	Minimum 1000 words	Week 4	In tutorial	Yes
3	Reflective Journal	Individual	PU/UF	Minimum 150 words per reflection	Weekly, Weeks 2 – 10	PebblePad via Blackboard	Yes
4	Supervised Professional Experience & APST Portfolio Building	Individual	PU/UF	10 days	Week 11- Exam Week 2	Upload Reflections and APST Portfolio evidence to Pebble Pad via Blackboard	Yes

Assessment Task 1: 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 work within its guidelines during the semester and work integrated learning (WIL) experience.
Product:	WIL Experience in accordance with the Code of Conduct
Format:	During your WIL experience you are required to complete 10 days of work experience. To be eligible to pass, you are required to complete the Supervised Professional Experience satisfactorily according to the criteria below. See Blackboard for your discipline specific Code of Conduct
Criteria	<p>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 following criteria:</p> <ul style="list-style-type: none"> • Behaviour that is in accordance with the discipline Code of Conduct • Adherence to the discipline Code of Conduct • Completion of the required 10 days of SPE
Generic skill assessed	Skill assessment level
Communication	Developing
Collaboration	Developing
Organisation	Developing

Assessment Task 2: Personal and Professional Development Plan

Goal:	The goal of this task is to create a personal and professional plan which outlines how you will develop curriculum knowledge and pedagogy applicable to a kindergarten program	
Product:	A Personal and Professional Development Plan	
Format:	You will write 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 (SPE) 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 textbook; 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 SPE. 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 second assessment task.	
Criteria	<ul style="list-style-type: none"> • Knowledge of relevant curriculum frameworks, standards and priorities • Articulation of a personal and professional development plan linked to current knowledge, skills and dispositions • Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions. 	
Generic skill assessed	Skill assessment level	
Communication	Developing	
Organisation	Developing	

Assessment Task 3: Reflective Journal

Goal:	The goal of this task is to engage in weekly reflection about your developing knowledge of kindergarten curriculum and pedagogy	
Product:	Reflective Journal	
Format:	Each week you will reflect on key ideas in the textbook/recommended readings, on relevant curriculum frameworks and approaches, and on a variety of pedagogical practices valued in kindergarten settings. Your reflections will outline your developing knowledge and insights. Reflective and critical questions are provided on Blackboard to support and focus your reflection. Time will be allocated in tutorials to engage in written reflection. Each reflection will be a minimum of 150 words. Your reflections should document your 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 children, creating invitations for learning, and documenting children's learning.	
Criteria	<ul style="list-style-type: none"> • Reflection on kindergarten curriculum and pedagogy • Articulation of personal/professional knowledge and skills in relation to kindergarten curriculum and pedagogy • Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions 	
Generic skill assessed	Skill assessment level	
Communication	Developing	
Organisation	Developing	

Assessment Task 4: Supervised Professional Experience

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:	Supervised Professional Experience and APST Portfolio (10 days of supervised professional experience and learning in a kindergarten setting or program)
Format:	You will undertake 10 days of supervised professional experience in a kindergarten setting or program. 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. You are required to successfully complete your SPE, 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 upload reflections and APST Portfolio evidence to Pebble Pad via Blackboard
Criteria	This task will be assessed by your Supervising Teacher on the EDU208 Professional Learning Report Form. Refer to the WILS Blackboard Site. You will use the APST Portfolio (at Graduate level) (via PebblePad) to document and evidence that you are meeting relevant standards.
Generic skill assessed	Skill assessment level
Collaboration	Developing
Communication	Developing

5.3 Additional assessment 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 University of the Sunshine Coast.

In a course using Limited Grades, all assessment tasks relating to a work integrated learning (WIL) activity or a professional competency (PC) task are required to be passed for a student to successfully complete the course.

Supplementary assessment is not available in courses using Limited Grades.

Blackboard

All students enrolled in this course will have access to course information on the Blackboard site. Students are strongly recommended to log onto the course site on a regular basis. All course announcements, course changes, posting of course materials and grades (via My Interim Results) will be accessed through Blackboard. It is the student's responsibility to ensure they have adequate internet access (either off campus or on-campus) in order to access Blackboard regularly and to complete required assessment tasks.

5.4 Submission penalties

Penalties may apply for late submission of assessment tasks. You must contact your course coordinator if you require an extension or alternate assessment.

6. How is the course offered?**6.1 Directed study hours**

A blended learning approach is used to deliver this course. The course is delivered as a 2 hour lecture and a two hour tutorial equivalent each week. There is also a 10 day block SPE in a kindergarten setting and a 1 hour SPE debrief.

6.2 Teaching semester/session(s) offered

Semester 1 of each year

6.3 Course activities

Teaching Week / Module	What key concepts/content will I learn?	What activities will I engage in to learn the concepts/content?	
		Directed Study Activities	Independent Study Activities
1	Course intro and overview: The Kindergarten Year in Queensland; Cultivating the Art of Awareness	The history and philosophy of kindergarten; Universal access to kindergarten programs; Contexts and settings for kindergarten programs; The art of awareness: a new way of being with and seeing with young children	Development of a personal and professional development plan; Engaging with textbooks. Revisit and share APST Portfolio evidence and reflection from EDU109 and EDU112. How are you evidencing professional knowledge, professional practice, and professional engagement?
2	Engaging in reflection and devising your personal and professional development plan	Self-knowledge, strengths and knowledge needs; goal setting; reflection	Reflections on self, knowledge, skills and dispositions; goal setting and reflection; Engaging with textbooks; Working on your PD plan
3	Thinking about curriculum	Examining curriculum and approaches to designing and assessing learning experiences in a kindergarten setting; curriculum decision-making; curriculum frameworks and documents	Access and read kindergarten learning resources on the QSA website Reflections on curriculum and pedagogy; Engaging with your textbooks
4	Thinking about pedagogy	Approaches for designing invitations, environments and experiences; connecting to professional learning goals;	Access the C&K website to read the philosophy of BW Reflections on curriculum and pedagogy; Engaging with your textbooks
5	Environments for Learning	Investigating approaches to designing engaging environments and learning	Access and read curriculum resources on the DETE website Reflections on curriculum and pedagogy; Engaging with your textbooks
6	Observing to transform your relationships, teaching, assessment, and planning	Inviting learning; Using the inspirations of Reggio Emilia; Observing for children's perspectives; Seeing with children; Responding to children and their perspectives; Pedagogies of listening and relationship; Play, discovery and investigation	Reflections on observation and assessment; Engaging with textbooks

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7	Gathering evidence and engaging in pedagogical documentation	Documentation; Teacher as Researcher; Folio creation; Reflective practice	Reflections on documentation and assessment; Engaging with textbooks
8	Learning stories	The art of awareness; who is documentation for? Promoting and supporting inclusive and responsive practices in kindergartens settings and programs	Reflections on child-centred meaning-making; Authentic Assessment strategies; Engaging with textbooks
9	Preparing for SPE	Connecting to values, expectations, strategies and roles	Reflections on SPE requirements; Reflecting on how you will evidence professional knowledge, professional practice, and professional engagement. Engaging with textbooks and prac handbook
10	Resource sharing	Sharing resources and ideas with each other to support a successful SPE in kindergarten settings and programs	Reflections on course and core messages, curriculum and pedagogy; Final SPE preparations, folio organisation and reading of requirements. Engaging with textbooks and prac handbook
11- Exam week 2	Supervised Professional Experience	Refer to your SPE Handbook	Read and respond to documentation on WILS Blackboard site; Engaging with SPE requirements; keeping reflections up to date; evidencing professional knowledge, professional practice, and professional engagement. Engaging with your textbooks
See timetable	Debrief Tutorial	Sharing learning and insights from SPE; discussing APST Portfolio reflections, collected evidence and portfolio development	

Please note that the course activities may be subject to variation.

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

7.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below:

Author	Year	Title	Publisher
Curtis, D. & Carter, M	2013	The Art of Awareness: How observation can transform your teaching - 2nd Edition	Redleaf Press
Curtis, D. & Carter, M	2015	Designs for Living and Learning: Transforming Early Childhood Environments – 2 nd Edition	Redleaf Press

7.2 Required and recommended readings

Lists of required and recommended readings may be found for this course on its Blackboard site. These materials/readings will assist you in preparing for tutorials and assignments, and will provide further information regarding particular aspects of your course.

7.3 Specific requirements

Current Blue Card; professional attire, closed in shoes and wide brimmed hat

7.4 Risk management

There is minimal health and safety risk in this course. It is your responsibility to familiarise yourself with the Health and Safety policies and procedures applicable within campus areas.

8. How can I obtain help with my studies?

In the first instance you should contact your tutor, then the Course Coordinator. Additional assistance is available to all students through Peer Advisors and Academic Skills Advisors. You can drop in or book an appointment. To book: Tel: +61 7 5430 2890 or Email: studentcentral@usc.edu.au

9. Links to relevant University policies 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

<http://www.usc.edu.au/university/governance-and-executive/policies-and-procedures#academic-learning-and-teaching>

10. Faculty specific information

Assessment Task	Australian Professional Standards for Teachers (Graduate)	National Quality Standard
Task 1: Code of Conduct	7.1, 7.2	4.2.1 5.2.3
Task 2: Personal and Professional Development Plan	6.1 7.1, 7.2	1.2.3 4.2.1, 4.2.2, 4.2.3 5.1.1, 5.1.2, 5.2.3 7.1.5, 7.2.2, 7.3.4
Task 3: Reflective Journal	2.4 6.2, 6.4	1.2.3 4.2.1, 4.2.2
Task 4: Supervised Professional Experience and APST Portfolio	1.1 6.3 7.1, 7.2, 7.3, 7.4,	1.2.3 4.2.1

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General enquiries

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