UniSC

C O U R S E   O U T L I N E

EDU109 Professional Experience: Play and Pedagogy in Early Learning

School: School of Education and Tertiary Access

2026 | Trimester 1

UniSC Sunshine Coast
UniSC Moreton Bay
UniSC Adelaide

BLENDED LEARNING — Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE — You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to usc.edu.au 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 introduces you to the importance of play and pedagogies in early learning and the implications for your role as an early childhood teacher. You will commence a professional portfolio to document your professional growth. You will critique your experiences and perceptions of early learning, use observations and critical reflection to develop an understanding of professional identity. Your five day Professional Experience will provide insight into responsive relationships with children and families, the daily interactions and care giving central to early years contexts.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The tutorial will be delivered in a face to face mode on campus.	2hrs	Week 1	10 times
Placement – You will undertake 5 days of Professional Experience in an early childhood setting with a focus on birth to three-year-old children.	36.25hrs	Refer to Format	Once Only
ONLINE			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The online scheduled workshop will involve synchronous technology-enabled learning and teaching experiences via Zoom. A mix of synchronous and asynchronous materials and activities accessed through Canvas will support the online workshop. Additional modalities may support learning in this course.	2hrs	Week 1	10 times
Placement – You will undertake 5 days of Professional Experience in an early childhood setting with a focus on birth to three-year-old children.	36.25hrs	Refer to Format	Once Only

1.3. Course Topics

- The wellbeing, health and safety, of all children, including prevention of child sex abuse and domestic and family violence
- Early years contexts, participants and the roles and contributions of participants
- The importance of play, observation and the learning capabilities of young children
- The diverse early learning context and inclusive practices
- Legislastive requirements, including legislation for children with a disability
- Professional practice: UniSC Code of Conduct, working within relevant ethical frameworks and the National Quality Standard
- Responsive and intentional teaching strategies
- Early Years Learning Framework
- The Australian Curriculum: Technologies
- Resources and tools for developing a professional portfolio to evidence the Australian Professional Standards for Teachers (APST) at Graduate stage
- Developing early childhood teacher identity through autobiographical and critical reflections
- EDU109 PEx Handbook

2. What level is this course?

100 Level (Introductory)

Engaging with discipline knowledge and skills at foundational level, broad application of knowledge and skills in familiar contexts and with support. Limited or no prerequisites. Normally, associated with the first 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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Australian Institute for Teaching and School Leadership
1 Reflect on and establish connections between knowledge, practice and personal/professional development	Knowledgeable	6.1, 6.2, 6.3
2 Apply and articulate knowledge and understanding of children's well being and safety, legislation including legislation for children with a disability, ethical frameworks and professional standards in an early years context	Knowledgeable	1.1, 1.3, 1.6, 4.4, 7.1, 7.2
3 Observe, reflect on and communicate engagement and relationship building with young children, families and educators.	Ethical	1.1, 3.7, 4.1, 7.3, 7.4
4 Understand, enact, and comply with the professional practices as outlined in the SETA Code of Conduct.	Ethical	7.1, 7.2

* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.
1.3	Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.6	Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
3.7	Engage parents/carers in the educative process: Describe a broad range of strategies for involving parents/carers in the educative process.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
6.1	Identify and plan professional learning needs: Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
6.3	Engage with colleagues and improve practice: Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1	Meet professional ethics and responsibilities: Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.
7.2	Comply with legislative, administrative and organisational requirements: Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.
7.3	Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.

CODE	COMPETENCY
7.4	Engage with professional teaching networks and broader communities: Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

Enrolled in Program ED011 or ED303 or ED101 or UB009

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

In the Week 2 tutorial students will receive feedback on the draft of Task 3 Autobiographical Reflections.

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	Trimester of enrolment	Throughout teaching period (refer to Format)	In Class
All	2	Code of Conduct	Individual	Trimester of enrolment	Week 3	SONIA
All	3	Journal	Individual	1000 words	Week 3	Online Assignment Submission with plagiarism check
All	4	Oral	Group	10 minute presentation	Refer to Format	In Class
All	5	Placement performance	Individual	Five consecutive days x 7 hours each day	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 engagement with course materials and contribute actively and cooperatively to discussions and activities. There are focused participation tasks in weeks 2, 4, 5-6 and 10 which require specific preparation and which will be demonstrated in the tutorial in person or via Zoom. In week 2 you will bring in a draft of your written response to the autobiographical reflection questions. You will share your written response with your tutor. You will also share your written response with your peers, listen to their reflection and discuss. In week 4 you will form a partnership/small group and begin to work collaboratively on Assessment Task 4: Presentation. During weeks 5-6 you will watch the presentations of your peers and provide oral feedback. In week 10 you will actively participate in discussions and PEx preparation and use the information discussed to plan for your PEx, including familiarising yourself with the Handbook and Final Report Form, organising your PEx file, and identifying possible APSTs to evidence in your APST Portfolio. In week 10 you will also 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 a long day care setting. At the compulsory debrief, you will share your PEx and create an updated plan of action for your professional learning needs, especially focusing on areas identified during the EDU109 PEx.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	In face to face and online learning including learning materials, tutorials, discussions and focused participation tasks contribute in an active, cooperative and meaningful manner	①
	2	Materials, pedagogical documentation, resource ideas, files and folios linked to focused participation tasks are prepared and organised.	①
	3	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	①
GENERIC SKILLS:			

All - Assessment Task 2: Code of Conduct

GOAL:	The goal of this task is to demonstrate understanding of, compliance and adherence to the Code of Conduct for the School of Education and Tertiary Access (SETA).
PRODUCT:	Code of Conduct
FORMAT:	You will complete the Code of Conduct to demonstrate understanding of the content and expectations. You must conduct yourself in accordance with the SETA Code of Conduct for the duration of the course and operate within its guidelines for the duration of the course. This period of time includes university based activities (workshops, tutorials, Zoom sessions and discussion board) and the site-based components of the course.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	Demonstrate understanding of SETA Code of Conduct to enact professional practice.	④
	2	Demonstrate compliance of the SETA Code of Conduct in all WILs Activities.	④
GENERIC SKILLS:			

All - Assessment Task 3: Autobiographical reflections

GOAL:	The goal of this task is to engage in critical reflection to identify initial perceptions and personal beliefs about learning and teaching.
PRODUCT:	Journal
FORMAT:	You will write an autobiographical reflection in response to 5 reflective questions. Each reflective narrative should include some personal background experiences, beliefs and knowledge that will impact on your developing perceptions of early years teaching and teachers.

CRITERIA:	No.		Learning Outcome assessed
	1	Personal experiences are identified and detailed	①
	2	Connections between personal experiences and developing teacher identity and teaching practices are established	① ②
	3	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions	①

GENERIC SKILLS:	

All - Assessment Task 4: EYLF Presentation

GOAL:	The goal of this task is to develop your understanding of each of the five Learning Outcomes in the EYLF.
PRODUCT:	Oral
FORMAT:	You will demonstrate your knowledge of each of the five EYLF Learning Outcomes through a presentation to your peers in Week 5 and 6. You will provide an overview of the Learning Outcome allocated to you, including details of the sub-outcomes, use a video showing the Learning Outcome in action and present teaching and learning activity ideas related to your Learning Outcome. Your activity idea must include one digital touch technology teaching strategy that reflects your knowledge of the Australian Curriculum: Technologies. Learning Outcome 1: Children have a strong sense of identity. Learning Outcome 2: Children are connected with and contribute to their world. Learning Outcome 3: Children have a strong sense of wellbeing. Learning Outcome 4: Children are confident and involved learners. Learning Outcome 5: Children are effective communicators.

CRITERIA:	No.		Learning Outcome assessed
	1	Presentation of EYLF Learning Outcome	①
	2	Explanation of key elements of the EYLF Learning Outcome and how young children learn	① ②
	3	Presentation of age appropriate and creative activity ideas that include the use of digital touch technologies	① ③
	4	Connections to the Australian Curriculum: Technologies are identified in the presentation	②
	5	Oral communication skills	③
	6	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	①

GENERIC SKILLS:	

All - Assessment Task 5: Professional Experience

GOAL:	The goal of this task is to develop an understanding of the significance of the early years context in valuing children and encouraging quality learning and quality interactions.
PRODUCT:	Placement performance
FORMAT:	You will undertake five days X 7.25 hours of PEx in an early years context, engaging with children (birth-three years); their care givers and their educators. During this first PEx you will familiarise yourself with the early years context and gain an understanding of the roles of staff and the contributions of families and communities in valuing and effecting quality experiences for young children. You will identify events that evidence engagement with the Australian Professional Standards for Teachers at Graduate Stage and contribute evidence to your APST Portfolio. You will reflect on your PEx and write a daily reflection. You will attend a compulsory debrief session following PEx to reflect and share your experiences.

CRITERIA:	**No.**		**Learning Outcome assessed**
	1	This task will be assessed by the Supervising Teacher using the EDU109 Professional Experience Report. Attendance (compulsory) at scheduled debrief session following PEx.	① ② ③

GENERIC SKILLS:	

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. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	Autobiographical reflections as a narrative Personal backgrounds, perceptions and beliefs Developing teacher identity Expectations of the PEx UniSC Code of Conduct Blue Card requirements
Module 2	Introduction to the Australian Professional Standards for Teachers at graduate stage Introduction to Australian Children's Education and Care Quality Authority Early Childhood Australia: Code of Ethics Legislations and Ethical Standards in Early Childhood Education National Quality Standards in practice
Module 3	Contemporary theories and practice Examining Belonging, Being and Becoming: The Early Years Learning Framework for Australia with a focus on the five Learning Outcomes Alternative pedagogies and curricular approaches: Montessori; Steiner and Te Whariki Play as curriculum Importance of play Implementing play Assessing play based programs Healthy foods and drinks for young children
Module 4	Preparing for the PEx Cooperative behaviours Inclusive practices Wellbeing and development of young children
Module 5: PEx and Debrief (as scheduled)	Undertake five days PEx in an early years context Reflect on professional growth and development

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 Canvas 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	EDITION	PUBLISHER
Required	Leonie Arthur,Bronwyn Beecher,Elizabeth Death,Susan Dockett,Sue Farmer	2021	Programming and Planning in Early Childhood Settings	8th	Cengage AU

8.2. Specific requirements

A valid Blue Card is required.

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

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.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: 07 5430 1168 or using the SafeZone app. For general enquires contact the SafeUniSC team by phone 07 5456 3864 or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call 07 5430 1226 or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.10. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au