

# EDU110 Engagement and Behaviour in Early Learning

School: School of Education and Tertiary Access

2024 Semester 2

UniSC Sunshine Coast

**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.

Please go to [usc.edu.au](http://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

In this course you will develop skills for understanding and creating engaging learning experiences through observing and working with children in early learning environments that promote health, well-being, active participation and support children's social and emotional development. You will develop skills for effectively communicating with parents/carers; and you will develop the knowledge, understanding and skills required to interpret and manage the nexus between guiding children's behaviour, supportive environments, diverse needs and the need to respect a child's developing autonomy.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – The tutorial will be delivered in a face to face mode on campus.	2hrs	Week 1	10 times
<b>ONLINE</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – 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

### 1.3. Course Topics

- Development of early learning experiences for young children from diverse backgrounds that support and enhance health, well-being, and development in a play and inquiry-based curriculum context
- Introduction and exploration of environmental elements in construction of play and inquiry-based learning contexts
- Development of collaborative relationships with children, families, and educators to design curriculum plans that include early learning experiences in an inclusive environment
- Exploration of pedagogical approaches that support curriculum in play and inquiry-based learning contexts
- EYLF with a focus on the five Learning Outcomes
- The Technologies curriculum

### 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	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 Apply knowledge of the principles of designing environments and implementing the EYLF curriculum that promote optimal health, well-being, development, and learning in early childhood settings	Creative and critical thinker Engaged	3.2, 3.3, 3.4, 4.1, 4.2
2 Communicate effectively with children, families, and educators using verbal and non-verbal strategies when gathering information for child records and curriculum planning.	Ethical Engaged	3.7, 7.1, 7.3
3 Develop collaborative relationships with children, families, and educators to plan inclusive learning experiences and environments that engage diverse learners	Ethical Engaged	1.1, 1.2, 1.3, 1.5, 1.6, 3.7, 4.3, 6.3, 7.3
4 Analyse and reflect on child behaviour to inform the design and evaluation of curriculum plans in a play-based learning context for young children	Creative and critical thinker Engaged	1.3, 1.5, 1.6, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4
5 Understand child behaviour and why challenging behaviours may occur and use this knowledge to inform pedagogical practice, the development of learning experiences, and environmental supports in a play-based context	Creative and critical thinker Engaged	3.2, 3.3, 3.4, 4.1, 4.2, 4.3
6 Communicate using clear and concise language in a range of genres in the field of education allowing for the use of appropriate conventions	Knowledgeable	2.1, 7.1

\* Competencies by Professional Body

- 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.
- 1.2 Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 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.
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating 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: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- 2.1 Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
- 3.1 Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- 3.3 Use teaching strategies: Include a range of teaching strategies.
- 3.4 Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- 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.
- 4.2 Manage classroom activities: Demonstrate the capacity to organise classroom activities and provide clear directions
- 4.3 Manage challenging behaviour: Demonstrate knowledge of practical approaches to manage challenging behaviour.
- 4.4 Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
- 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.
- 7.3 Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers.

## 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 ED101 or ED303

### 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

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 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	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Professional, and Written Piece	Individual	20%	800 word equivalent	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	35%	1200 word	Week 7	Online Assignment Submission with plagiarism check
All	3	Plan	Individual	45%	2000 word equivalent	Week 10	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Questionnaire and Child Information Record

<b>GOAL:</b>	The goal of this task is to develop a questionnaire for gathering information from families and educators about a young child's health, learning and interests. You will use this questionnaire to develop a Child Information Record.		
<b>PRODUCT:</b>	Artefact - Professional, and Written Piece		
<b>FORMAT:</b>	You will develop a questionnaire to gather relevant and worthwhile information about a child's health, learning and interests. You will involve parents/carers in the educative process and use this questionnaire to gather information about the child from their family and/or educators. Using the information, you have gathered you will develop a Child Information Record.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Questionnaire is developed to gather information about a child's health, learning and interests.	2 3
	2	Information gathered evidences communication with parents/guardians/educators/children to support the development of a Child Information Record.	2 3
	3	Child Information Record supports future curriculum planning through identification of the child's health, learning and interests.	1 4
	4	Written communication skills and academic literacies including English expression grammar, spelling, punctuation, and APA referencing conventions.	6

### All - Assessment Task 2: Persuasive Text

<b>GOAL:</b>	The goal of this task is to respond to an early childhood topic using the headings provided.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will select a topic of your choice to develop a persuasive text and demonstrate your understanding of the key early childhood areas provided.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Topic is defined. 1
	2	Application of knowledge to key policy documents and curriculum. 1
	3	Application of knowledge to current and relevant literature. 1
	4	Application of knowledge to professional practice. 1
	5	Reflection on a personal position. 4 5
	6	Written communication skills and academic literacies for a persuasive text including English expression grammar, spelling, punctuation, and APA referencing conventions. 6

### All - Assessment Task 3: Curriculum Plans

<b>GOAL:</b>	The goal of this task is to demonstrate your knowledge of integrating technology in play-based curriculum plans, for children across a range of capabilities and behaviours from diverse backgrounds.	
<b>PRODUCT:</b>	Plan	
<b>FORMAT:</b>	You will use scenarios provided and select 3 children to develop individual curriculum plans. For each curriculum plan you will demonstrate your knowledge of integrating the use of technology in a play-based approach to planning and teaching for children from diverse backgrounds, with a range of individual capabilities and behaviours. Your planning and teaching must include approaches to managing the challenging behaviours of each child.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Application of knowledge of each child to inform inclusive practices and curriculum planning 1 3 4 5
	2	Demonstrated knowledge of integrating the Technologies curriculum in a play-based curriculum 1 4 5
	3	Identification of appropriate connections to the EYLF especially the five Learning Outcomes 1 4
	4	Analysis of appropriate teaching strategies to meet the needs of individual children's capabilities and backgrounds 1 4 5
	5	Analysis of appropriate technologies and resources for early learning environments 1 3 4 5
	6	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, and APA referencing conventions 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. Student workload is calculated at 12.5 learning hours per one unit.

7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	Legislation, ethics, and standards in relation to establishing positive relationships and guiding children from diverse backgrounds in early learning settings. National Quality Standard Development of social and emotional skills, competence, and resilience that impact on children’s social & emotional well-being. Policies, procedures, and supportive strategies for guiding play and early learning. Theoretical, family, and cultural perspectives on parenting and guiding children. Fostering and supporting community connections Environments and programs that support the development of positive social interactions and emotional well-being. Planned and spontaneous learning environments
Module 2	Partnerships with parents and reciprocal relationships Principles of positive communication and guidance to foster children’s sense of self and self-efficacy. Scaffolding relationships and interactions Curriculum approaches, ICT and pedagogies Strategies for supporting children’s learning Documenting children’s learning Evaluating the impact of effective interventions Reflection tools in early childhood
Module 3	Inclusion and inclusive practices Curriculum planning, teaching strategies, programming and evaluation for children from diverse backgrounds. The Early Years Learning Framework, including the five Learning Outcomes. Working with colleagues, families, and experts to support positive behaviours. Communicating and advocating for children’s right to play, positive well-being, and health and safety.

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	Robinson, Treasure, O-Connor, Neylon, Harrison, & Wynne	2018	Learning Through Play: Creating a Play-Based Approach within Early Childhood Contexts		Oxford University Press

8.2. Specific requirements

You must have a valid Blue Card

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 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

#### 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 may 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 after 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 to negotiate an outcome.

### 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](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto: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](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto: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](mailto: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](mailto: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](mailto: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

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