



## COURSE OUTLINE

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# EDU112 Professional Experience: Communities and Partnerships

**School:** School of Education and Tertiary Access

2022 | Semester 2

Online

ONLINE

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

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## 1. What is this course about?

### 1.1. Description

This course focuses on building responsive and playful interactions and relationships with young children. You will acquire knowledge about attachment, caregiving and play and draw implications for your role as an early childhood educator who creates positive and safe early learning environments, and facilitates connectedness for children, families and communities. Your 10 day PEx will provide insight into building responsive relationships with children, families and community. You will create a Wider Field Experience (WFE) plan and determine how you will engage in partnerships with families and communities.

## 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<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	10 times
<b>Tutorial/Workshop 1</b> – Online only. The scheduled tutorials/workshops 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 online tutorials/workshops. Additional modalities may support learning in this course.	2hrs	Week 1	10 times
<b>Placement</b> – This course is online except for the placement which will be managed by the placement team. You will undertake 10* days of PEx in an early years context, engaging with children (birth - three years). It is an expectation that you will engage fully at the PEx site for 7.25 hours each day. Please consult your PEx calendar and the course Canvas site for placement dates. *a variation in the form of a &#39;15 day&#39; placement may occur for students obtaining credit for EDU109	73hrs	Refer to Format	Once Only
<b>Independent Study/Research</b> – In addition to attending the online scheduled tutorials/workshops, engaging with the learning materials, and completing assessable tasks, you are required to engage in self-directed learning using the Canvas course modules and current research/reading via USC library databases, and the required/recommended textbooks and resources.	2hrs	Week 1	10 times
<b>Seminar</b> – Online. To complement your weekly in-class learning, three informal ‘Get to know your cohort/Seminar events’ have been planned and will take place in Week 3, 5, 9.	2hrs	Week 3	3 times

## 1.3. Course Topics

- Bronfenbrenner’s ecological framework and theory
- Attachment theories and the importance of responsive interactions and relationships
- Play and playful interactions in the very early years
- Environmental influences on children’s early learning, health and wellbeing
- The importance of childhood and valuing children for who they are right now
- Belonging, being and becoming: Exploring the vision of the Early Years Learning Framework (EYLF)
- Supporting and connecting children, families and communities

## 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 Describe how responsive interactions and environments support young children's development, learning, health and wellbeing.	Knowledgeable	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.3, 4.4, 6.3, 7.1, 7.2, 7.3, 7.4
2 Identify research-informed and child-centred goals and approaches for interactions, care-giving, relationships, play and pedagogy.	Empowered	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.3, 4.4, 6.1, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4
3 Demonstrate knowledge of strategies for building collaborative relationships with children, families, and community.	Engaged	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.3, 4.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4
4 Observe how staff use the National Quality Standards and the Early Years Learning Framework in their everyday work and interactions.	Ethical	1.1, 1.2, 1.3, 2.1, 2.2, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.3, 4.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4
5 Demonstrate an ability to use and apply effective communication strategies in a variety of contexts to produce and present quality and professional work.	Engaged	

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP</b>	
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
2.1	Content and teaching strategies of the teaching area
2.2	Content selection and organisation
3.2	Plan, structure and sequence learning programs
3.3	Use teaching strategies
3.4	Select and use resources
3.5	Use effective classroom communication
3.7	Engage parents / carers in the educative process
4.1	Support student participation
4.3	Manage challenging behaviour
4.4	Maintain student safety
6.1	Identify and plan professional learning needs
6.2	Engage in professional learning and improve practice
6.3	Engage with colleagues and improve practice
6.4	Apply professional learning and improve student learning

CODE	COMPETENCY
7.1	Meet professional ethics and responsibilities
7.2	Comply with legislative, administrative and organisational requirements
7.3	Engage with the parents/carers
7.4	Engage with professional teaching networks and broader communities

## 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

EDU109 and enrolled in Program 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

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

Time and support will be given in tutorials to assist you in undertaking your assessment tasks. You will have an opportunity to share your plan and reflections with peers and undertake peer review via the Canvas site and in the week 3 tutorial.

### 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	Semester of Enrolment	Week 3	Online Submission
All	3	Plan	Individual	1500 word equivalent	Week 4	Online Submission
All	4	Portfolio	Individual	1500 word equivalent + relevant artefacts	Week 9	Online Submission
All	5	Negotiated Assessment	Individual	To meet Program requirements for the number of PEx days completed in prior to school contexts, you will complete either 10 days of PEx or 15 days of PEx, as negotiated with the EDU112 Course Coordinator.	Refer to Format	SONIA

## All - Assessment Task 1: Activity Participation

<b>GOAL:</b>	The goal of this task is to participate and contribute to learning experiences in active, cooperative and meaningful ways	
<b>PRODUCT:</b>	Activity Participation	
<b>FORMAT:</b>	<p>Submit: In tutorial/Canvas activities and discussions, every week, with focused participation tasks in weeks 2, 4, 6, 7, 10.</p> <p>Activity participation is about your contribution to active and cooperative learning processes including thoughtful engagement in discussions, course activities and the learning process. 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 (including Canvas discussions)</p> <p>There are also focused participation tasks in weeks 2, 4, 6, 7, 10 which require your attention:</p> <p>In week 2 you will bring your documentation from EDU109 PEx or an equivalent PEx and share your learning from the PEx prior to undertaking EDU112. 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 EDU112.</p> <p>In week 4 you will share your Professional Development Plan (Task 3) with peers.</p> <p>In week 6 you will engage actively and cooperatively in 'scholarly conversations' and collaborative folio preparation/building/processes of 'information creation' with your group members (Task 4).</p> <p>In week 7 you will actively participate in discussions and EDU112 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 folder, and identifying possible APST to evidence in your APST Portfolio.</p> <p>In week 10 you will share your group folio and insights (Task 4) and 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.</p> <p>Following your PEx you will attend a compulsory debrief tutorial (refer to Course announcements for date/time). At the compulsory EDU112 debrief you will share your PEx experiences, especially focusing on:</p> <ul style="list-style-type: none"> <li>- Reflecting on the attachment relationships, play, wellbeing, safety, caregiving needs, interests and potentials of very young children, and the strategies you implemented to support children during the PEx</li> <li>- Reflecting on the insights you gained about creating positive and safe learning environments; facilitating connectedness, and how staff build responsive relationships and partnerships with children, families and communities</li> <li>- Reflecting on the APST you have gathered documentation for and are evidencing in your Early Childhood APST Portfolio to show how you are meeting relevant standards</li> <li>- Creating an updated plan of action for your professional learning and development, based on professional learning needs identified during your EDU112 PEx.</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledgeable, active, cooperative and meaningful contributions to face to face and online learning including tutorials, discussions and focused participation tasks <span style="float: right;">4 5</span>
	2	Preparation and organisation of materials, folders and folios linked to focused participation tasks <span style="float: right;">5</span>
	3	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions <span style="float: right;">5</span>

### All - Assessment Task 2: Code of Conduct

<b>GOAL:</b>	The goal of this task is to identify the key components of the Code of Conduct for the School of Education and Tertiary Access and work within its guidelines during a work integrated learning (WIL) placement.	
<b>PRODUCT:</b>	Code of Conduct	
<b>FORMAT:</b>	After studying the Code of Conduct in class and independently, you sign the Code of Conduct provided. Your signed document must be submitted by the due date (5pm Monday, Week 3) and prior to going onto a site for your PEx. During your PEx experience you are required to complete 10 days of work experience. (Please note, any student enrolled in EDU112 with a credit for EDU109 will need to complete an extra 5 days of PEx). To be eligible to pass, you are required to complete this Professional Experience satisfactorily according to the criteria below. See Canvas for your discipline specific Code of Conduct. The PEx Coordinator, the Course Coordinator and the Professional Learning Liaison will evaluate your performance and the quality of your work and make an assessment against the criteria below.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Behaviour that is in accordance with the discipline Code of Conduct	3 4 5
	2 Adherence to the discipline Code of Conduct	3 4
	3 Completion of the required 10 days of PEx	3 4 5

### All - Assessment Task 3: Professional Development Plan

<b>GOAL:</b>	The goal of this task is to create a professional development plan	
<b>PRODUCT:</b>	Plan	
<b>FORMAT:</b>	<p>You will create a personal and professional development plan which identifies personal goals and future learning goals and commitments with regard to building your capacity to initiate and maintain community partnerships. You will consider professional development opportunities of interest (such as those offered through the Employability Backpack Program and related online workshops) which you will action over the longer term to support the development of community partnerships in early years' contexts.</p> <p>Your plan will provide a rationale which outlines your valuing of community partnerships in the early years and explains how community partnerships support children and families to enhance children's learning and wellbeing. You will identify the importance of your educator role in developing child, family, community partnerships making connection with ACECQA Quality Area 6 and describe personal/professional goals that you have for building collaborative partnerships with families and communities.</p> <p>Using the Employability Backpack program, other PD opportunities, and your particular passions and interests you will identify community projects linked to the early years that interest you (E.g. Gardening program, Smith Family reading buddy, Queensland Health Programs, other) and you will describe future learning goals for your professional development that will build relationship and engagement with organisations and services supporting children and families in the local community. Time and support will be given in tutorials to assist you in undertaking this third assessment task. You will engage in critique of the content of your plan (and the plans of peers) and make judgments about the quality of what you (and your peers) have included.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Articulation of the importance of collaborative partnerships with families and communities for children, and connection to ACECQA Quality Area 6, during discussion of your educator role	2 3 4 5
	2 Identification of current interests and future learning goals for building collaborative partnerships	3
	3 Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	5

**All - Assessment Task 4:** Personal Reflection linked to Collaborative Folio

<b>GOAL:</b>	The goal of this task is to work collaboratively to gather information about a young child's development, and family and community contexts and to reflect on the role early childhood educators play in supporting children and families and developing family and community partnerships.	
<b>PRODUCT:</b>	Portfolio	
<b>FORMAT:</b>	<p>Working in a small group you will choose one child from the ABC Life Series and use the videos available from links in the course Canvas site to follow the physical, social and intellectual development of this child from birth to age 7. Focusing on the influence of the first three years of life and how this connects to later learning, your group will engage in 'scholarly conversations' and discuss this child's development, characteristics, relationships and life circumstances. As a group you will engage with 'information creation as a process' and communicate/document your understandings using a range of forms and formats.</p> <p>Taking inspiration from your textbook, Bronfenbrenner's ecological framework, attachment research, The Early Years Learning Framework (EYLF), and Quality Area 6, you will discuss the critical importance of the early years, the need for young children to experience health, wellbeing and safety through strong attachment relationships, playful and responsive caregiving and interactions, and supportive social and cultural contexts.</p> <p>Thinking about what your group has gathered and created, you will provide a 1500 word equivalent personal reflection and summary of your learning and thinking about your educator role in terms of developing family and community partnerships and fostering the holistic development and wellbeing of the child in early childhood. Your summary will identify how your child observation and collaborative folio building, and engagement with frameworks, theories, values, readings and research have supported your understanding of early development and learning, health and wellbeing. You will discuss your educator role in terms of creating positive and safe early learning environments, and facilitating connectedness and inclusion for children, families and communities. You will identify information you would make available to families about community services, support agencies and resources to enhance parenting, family wellbeing and protective factors, as well as approaches and strategies you would use to communicate this information and involve parents/carers in the educative process. These strategies will show that you are aware of ways to work effectively and sensitively with parents/carers. You will identify how you will build respectful relationships with parents and engage with local organisations and service providers to enhance young children's learning and wellbeing. You will communicate your awareness of how family and community partnerships also serve to broaden your educator knowledge and practice.</p> <p>You are welcome to include artefacts such as weblinks, concept maps, visual explanations or summaries, images, stories, other, with your reflection. You will refer to and supply a list of scholarly references that have informed your developing perspectives. The Early Years Learning Framework and your textbooks will feature in this list.</p> <p>Early feedback mechanisms and opportunities for conversation and collaboration will be embedded in weekly class activities to support your success. Formative feedback and peer feedback will be provided prior to the final submission date. Your group will share their methodologies, approach to documentation, and developing understandings and insights with other class members. You will engage in critique of the quality of your group's folio and the folios of other groups. Please submit via the Rich Content Editor in Canvas by 5pm Friday, Week 9.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1 Identification of the impact of social and cultural contexts, relationships and environments on young children's' development and learning, health and wellbeing	1
	2 Reflection on the role of the early childhood educator in supporting young children and families, and building community relationships and partnerships	1 2 3 4
	3 Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	5



## All - Assessment Task 5: Placement Performance and APST Portfolio

<b>GOAL:</b>	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.	
<b>PRODUCT:</b>	Negotiated Assessment	
<b>FORMAT:</b>	<p>Please refer to the PEx calendar and course information on Canvas for the scheduled dates of your 10 days of PEx/15 days of PEx</p> <p>As negotiated, you will undertake 10 days of PEx/15 days of PEx x 7.25 hours each day in an early years' context, engaging with children (birth - under three years); their care-givers/families and their educators. It is an expectation that you will engage fully at the PEx site for 7.25 hours each day. Your site Supervisor will be eligible for QCT teacher registration. 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 EDU112 can be found in the Early Childhood PEx Handbook. A copy of the EDU112 Final Report is found in the Early Childhood PEx Handbook. You are required to successfully complete your PEx, 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 maintain up-to-date professional written work in your PEx folder and upload quality reflections and APST Portfolio evidence to your APST Portfolio.</p> <p>This task will be assessed by your Supervising Teacher using the EDU112 Professional Experience Report Form. Refer to the SONIA PEx site for the EDU112 PEx Handbook and EDU112 PEx Final Report form information. You will also be required to use the Early Childhood APST Portfolio to document and evidence meeting relevant APST. You will need to demonstrate successful completion of your PEx with children aged birth - under 3 years (including exemplary code of conduct, overall attainment of the APST, completion of the required components identified in the PEx Handbook, including maintenance of up-to-date professional written work: Observations, Planning/Teaching/Assessment documentation, Reflections).</p> <p>Following your PEx you will attend a compulsory debrief tutorial (refer to Course Announcements for date/time). At the compulsory EDU112 debrief you will share your PEx experiences, especially focusing on:</p> <ul style="list-style-type: none"> <li>- Reflecting on the attachment relationships, play, wellbeing, safety, caregiving needs, interests and potentials of very young children, and the strategies you implemented to support children during the PEx</li> <li>- Reflecting on the insights you gained about creating positive and safe learning environments; facilitating connectedness, and how staff build responsive relationships and partnerships with children, families and communities</li> <li>- Reflecting on the APST you have gathered documentation for and are evidencing in your Early Childhood APST Portfolio to show how you are evidencing the APST</li> <li>- Creating an updated plan of action for your professional learning and development, based on professional learning needs identified during your EDU112 PEx.</li> </ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Successful completion of PEx with children aged birth - under 3 years (including exemplary code of conduct, overall attainment of APST standards, completion of the required components identified in the PEx handbook, including written work. See above) <b>1 2 3 4 5</b>
	2	Attendance (compulsory) at scheduled debrief session following PEx <b>5</b>
	3	Self-directed APST portfolio building and evidencing of standards during and following PEx (you will discuss what you have gathered and evidenced during the debrief session) <b>5</b>

## 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
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PERIOD AND TOPIC	ACTIVITIES
Module 1 Introduction and Orientation to the course and core ideas	<ul style="list-style-type: none"> <li>• Orientation to course:               <ul style="list-style-type: none"> <li>– Resources</li> <li>– Expectations &amp; approaches</li> <li>– Using Canvas</li> <li>– Assessment &amp; assessment support</li> </ul> </li> <li>• The early years as a critical time for development, learning, health and wellbeing.</li> <li>• Introduction to Bronfenbrenner’s ecological framework and theory; attachment theories</li> <li>• (Re)connecting with the values &amp; vision of the Early Years Learning Framework</li> <li>• Nurturing relationships &amp; environments</li> <li>• Checking the images you bring</li> <li>• Introduction to the Life@ series</li> <li>• Professional Development planning with a focus on community relationships and connectedness</li> <li>• Reflection and reflective practice; APST folio building</li> </ul>
Module 2 The Importance of Early Years	<ul style="list-style-type: none"> <li>• Activity participation – APST Portfolio review; past PEx review; and, following reflection and critique, identifying and planning professional learning needs for EDU112</li> <li>• Connecting to own childhood and relationships</li> <li>• The early years last a lifetime</li> <li>• Relationships are the experiences through which children learn</li> <li>• Environmental influences on children’s development, early learning, health and wellbeing, challenging behaviour</li> <li>• Keeping children connected to their families</li> <li>• Optimal learning environments for children and protective factors</li> <li>• Progressing assessment and PEx preparation.</li> </ul>
Module 3 The Importance of Relationships	<ul style="list-style-type: none"> <li>• Valuing relationships and everyday interactions</li> <li>• Building relationships with children and families</li> <li>• Building community connections and partnerships</li> <li>• Creating meaningful contexts for living and learning</li> <li>• Building protective factors</li> </ul>
Module 4 The Importance of Environments	<ul style="list-style-type: none"> <li>• Activity participation – sharing AT3 plan with peers</li> <li>• Attachment relationships</li> <li>• Sense of security</li> <li>• Development</li> <li>• Belonging</li> <li>• Listening to children</li> </ul>
Module 5 The Importance of Caregiving	<ul style="list-style-type: none"> <li>• Educator roles</li> <li>• Caregiving interactions</li> <li>• Connections across modules (relationships, environments, caregiving)</li> <li>• Rituals and routines</li> <li>• Staying connected and experiencing connectedness</li> </ul>
Module 6 Real time collaboration in class	<ul style="list-style-type: none"> <li>• Activity participation – Collaborative folio preparation/building (Task 4)</li> <li>• Working on collaborative folio</li> <li>• Researching and gathering artefacts using ABC Life Series materials and textbooks</li> <li>• Focusing on the influence of the first three years of life</li> <li>• Applying Bronfenbrenner,</li> <li>• Building stronger communities for children</li> <li>• Thinking about PEx</li> </ul>

PERIOD AND TOPIC	ACTIVITIES
Module 7 The Importance of Play	<ul style="list-style-type: none"> <li>• Activity participation – EDU112 PEx preparation</li> <li>• Beliefs about play</li> <li>• Research about play</li> <li>• Supporting children's play</li> <li>• Handling challenging behaviour</li> <li>• Relationship building through playful interactions</li> <li>• Observing and listening to children</li> </ul>
Module 8 The Importance of keeping children connected to their family	<ul style="list-style-type: none"> <li>• Child-family connections</li> <li>• Family-community connections</li> <li>• Integrated services</li> <li>• Teacher as community leader</li> <li>• Whole of family and whole of community approaches</li> <li>• Supporting culture and connectedness</li> </ul>
Module 9 The Importance of supporting parents in their parenting role	<ul style="list-style-type: none"> <li>• Vulnerable families</li> <li>• Stressors for families</li> <li>• Engaging families</li> <li>• Responding to families</li> <li>• Working in partnership</li> <li>• Support</li> <li>• Developing and maintaining respectful and supportive relationships with families</li> <li>• Community services, support agencies and resources to support family wellbeing</li> <li>• Identifying local community links, resources, services</li> </ul>
Module 10 The Educator's Role: Facilitating Collaboration and Connectedness for Children, Families and Community	<ul style="list-style-type: none"> <li>• Activity participation – sharing AT4 folio with peers, reflection on course learning; course feedback; and personal/professional goal/values identification</li> <li>• Promoting links and community connections</li> <li>• Supporting and connecting children, families and communities</li> <li>• Supporting parents in their parenting role</li> <li>• Collaborative partnerships with families and communities</li> <li>• Identifying personal/professional values and vision for very young children, families, communities</li> <li>• Theory/practice connections</li> <li>• Revisiting key ideas of the course, applying ideas, and synthesising personal learning</li> <li>• Final PEx questions</li> </ul>
PEx 10 days	Professional Experience – please refer to the most current PEx calendar and advice on SONIA to confirm PEx dates. Please refer to the PEx handbook and final report form for requirements.
Following PEx	Compulsory Debrief Tutorial – refer to Course Announcements for date/time/location information

## 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	Rebekah Grace,Kerry Hodge,Catherine McMahan	2016	Children, Families and Communities	5th edition	Oxford University Press, ANZ
Required	Deb Curtis,Margie Carter	2012	The Art of Awareness, Second Edition	2nd	Redleaf Press

## 8.2. Specific requirements

Valid Blue Card, professional dress, and a wide brimmed hat.

## 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

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 if you require an extension or alternate assessment. All assessment extension requests must be made prior to the assessment submission deadline using the online EDU112 Extension Request Form.

Evidence must be provided and be in one of the recognized forms as per clause 7.9.2 of the USC Assessment Policies and Procedures document.

Late assessment submissions without prior approval will result in a fail (UF) being awarded, except in exceptional cases where there is an exemption from penalty with supporting evidence (see 7.9.1 of the USC Assessment Policies and Procedures document).

Please refer to USC Assessment Policy and Procedures for further information: <https://www.usc.edu.au/about/policies-and-procedures/assessment-courses-and-coursework-programs-procedures>

### 10.4. SafeUSC

USC 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 SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC 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
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC 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:

- **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](mailto:studentcentral@usc.edu.au)