COURSE OUTLINE

EDU112 Professional Experience: Communities and Partnerships

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.

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 focuses on building responsive, playful interactions and relationships with children under three. You will acquire knowledge about attachment, caregiving and play and consider your role as an educator who creates positive, safe early learning environments, and facilitates connectedness for children, families, and communities. You will create a professional development plan and identify ways to develop partnerships. Your 10 day/15 day PEx (required and negotiated) provides insights about young children and creating responsive relationships with them, their families and community.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Learning materials offer options/opportunities for learner choice. You will engage and interact with an array of asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – A blended learning approach is used to deliver this course, including a mix of interactive tutorials/workshops, and synchronous and asynchronous materials and activities accessed through Canvas. This course will be supported by technology-enabled learning and teaching including Zoom. Additional modalities may support learning in this course.	2hrs	Week 1	10 times
Placement – The placement is managed by the placement team. You will undertake the required 10 days* of PEx in an early years context, engaging with children (birth - under three years). You will engage at the PEx site for 7.25 hours each day. Consult the PEx calendar and course information for placement dates. *A variation/negotiation in the form of a '15 day' placement may occur for some students obtaining credit for EDU109 (Please alert the course coordinator if you have been given credit for EDU109).	72.5hrs	Week 11	Once Only

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 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 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
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.
1.2	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.

CODE	COMPETENCY
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
2.2	Content selection and organisation: Organise content into an effective learning and teaching sequence.
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.
3.5	Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
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.
4.3	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.
6.1	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.
6.4	Apply professional learning and improve student learning: Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.
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.
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

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	1000 word equivalent	Week 4	Online Submission
All	4	Portfolio	Individual	1000 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 required and negotiated with the EDU112 Course Coordinator	Refer to Format	SONIA

All - Assessment Task 1: Activity Participation

GOAL:	The goal of this task is to participate and contribute to learning experiences in active, cooperative and meaningful ways
PRODUCT:	Activity Participation
FORMAT:	* Please refer to the Canvas site for this course for more detail. * This task must receive a pass grade to enable progression to Task 5 (PEx) and to successfully complete course requirements. Activity participation involves contributing to tutorial/Canvas activities and discussions every week, with focused participation tasks also occurring in some weeks. Following your PEx you will attend a debrief tutorial (refer to Course announcements for date/time). At the EDU112 debrief you will share your PEx experiences, especially focusing on: - 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 - 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 - Reflecting on the APSTs you have gathered documentation for and are seeking to evidence in your Early Childhood APST Portfolio to show how you are meeting relevant standards - Creating a plan of action for your own professional learning and development, based on the professional learning needs identified during your EDU112 PEx.
CRITERIA:	

No.		Learning Outcome assessed
1	Knowledgeable, active, cooperative and meaningful contributions to face to face and online learning including tutorials, discussions and focused participation tasks	4 5
2	Preparation and organisation of materials, folders and folios linked to focused participation tasks	5
3	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	5

GENERIC SKILLS:	

All - Assessment Task 2: 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 Tertiary Access and work within its guidelines during a work integrated learning (WIL) placement.
PRODUCT:	Code of Conduct
FORMAT:	* Please refer to the Canvas site for this course for more detail. * This task is also connected to Task 5 (PEx). * Your signed Code of Conducted is required to successfully complete course requirements. After studying the Code of Conduct in class and independently, please sign it and upload the signed form to Canvas by the due date. To be eligible to pass this course, you are required to complete this Professional Experience satisfactorily according to the criteria for this task. 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 for this task.
CRITERIA:	
GENERIC SKILLS:	

No.		Learning Outcome assessed
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/15 days of PEx (as negotiated for AT5)	3 4 5

All - Assessment Task 3: Professional Development Plan

GOAL:	The goal of this task is to create a professional development plan
PRODUCT:	Plan
FORMAT:	* Please refer to the Canvas site for this course for more detail. * This task must receive a pass grade to enable progression to Task 5 (PEx) and to successfully complete course requirements. This task invites you to identify personal and future learning goals and commitments with regard to building your capacity to initiate and maintain community partnerships. Use your plan to consider professional development opportunities of interest (such as those offered through the Employability Backpack Program and related online workshops) which you can action over the longer term to support the development of community partnerships in early years' contexts. Use your plan to outline your valuing of community partnerships in the early years and explain how community partnerships support children and families and enhance children's learning and wellbeing. Use your plan to consider the importance of your educator role in developing child, family, community partnerships and make connection with ACECQA Quality Area 6 when you describe the personal/professional goals that you have for building collaborative partnerships with families and communities. Make use of the Employability Backpack program, other PD opportunities, and your particular passions and interests when you identify community projects linked to the early years that interest you (E.g. nature play or gardening program, Smith Family reading buddy, Queensland Health Programs, other). Use your plan to describe future learning goals for your professional development that will build relationships and engagement with organisations and services supporting children and families in the local community.
CRITERIA:	

No.		Learning Outcome assessed
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

GENERIC SKILLS:	

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

GOAL:	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.
PRODUCT:	Portfolio
FORMAT:	* Please refer to the Canvas site for this course for more detail. * This task must receive a pass grade to enable progression to Task 5 (PEx) and to successfully complete course requirements. Working in a small group, choose one child from the ABC 'Life At' Series (use the videos available from links in the course Canvas site) and 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, engage in 'scholarly conversations' with your peers and discuss this child's development, characteristics, relationships and life circumstances. Taking inspiration from your textbook, Bronfenbrenner's ecological framework, attachment research, The Early Years Learning Framework (EYLF), and Quality Area 6, 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. As a group engage with 'information creation as a process' and collaboratively document what you have discussed. Showcase your shared understandings using a range of forms and formats. After thinking about what your group has gathered and created together, take some time to reflect on your personal learning about your educator role in terms of developing family and community partnerships, fostering inclusion, and supporting the holistic development and wellbeing of young children. Identify the observations, frameworks, theories, values, readings and research that have supported your understanding of early development and learning, health and wellbeing.
CRITERIA:	

No.		Learning Outcome assessed
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

GENERIC SKILLS:	

All - Assessment Task 5: Placement Performance and APST Portfolio

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:	Negotiated Assessment

FORMAT:

* All coursework requirements must be completed and passed to enable progression to this task (PEx).

* 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.

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 required and negotiated with the EDU112 Course Coordinator. This PEx is focused on 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 is 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.

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).

Following your PEx you will attend a debrief tutorial (refer to Course Announcements for date/time). At the EDU112 debrief you will share your PEx experiences, especially focusing on:
- 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
- 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
- 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
- Creating an updated plan of action for your professional learning and development, based on professional learning needs identified during your EDU112 PEx.

CRITERIA:

No.		Learning Outcome assessed
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.)	1 2 3 4 5
2	Attendance at scheduled debrief session following PEx	5
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)	5

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.

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, Jennifer Bowes, Christine Woodrow	2022	Children, Families and Communities	6th edition	Oxford University Press, USA
Required	Deb Curtis,Margie Carter	2022	The Art of Awareness, Third Edition	3rd	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) - 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