

# EDU206 Sustainability Through Play and Pedagogy

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

2026 | Trimester 1

UniSC Sunshine Coast  
UniSC Moreton Bay

**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 [unisc.edu.au](http://unisc.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 examines how early education can contribute to sustainable living and learning. Inspired by the textbook and initiatives that connect children to nature, community and environments, you consider strategies for working collaboratively with children, family and community towards connectedness, wellbeing and sustainability. Positioning children as active informed citizens, you explore current research and curriculum emphases in relation to sustainability, place, and environment to identify the rich contributions children can make to sustainable futures.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – 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
<b>Tutorial/Workshop 1</b> – 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. Additional modalities may support learning in this course.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Defining early education for sustainability and examining why sustainability matters
- Connecting to current research & curriculum emphases in relation to sustainability
- Attending to key concepts such as place, environment, interconnection, sustainability, and change
- Local to global initiatives and projects that promote child friendly environments and connectedness for children and families
- Ethical, theoretical and pedagogical approaches to working with children, families and community
- Ethical, theoretical and pedagogical approaches to Education for Sustainability
- Supporting and enhancing holistic health, well-being, learning and development
- Active citizenship, leadership and community participation

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 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 Identify the importance of social and natural environments for healthy development in the early years	Knowledgeable Sustainability-focussed	1.1, 1.2, 1.3, 2.1, 3.3, 4.1, 4.4, 6.2, 7.4
2 Propose strategies which promote connectedness for young children and families and build environments in which young children can develop and flourish	Knowledgeable Sustainability-focussed	1.1, 1.2, 1.3, 2.1, 3.3, 4.1, 4.4, 6.2, 7.4
3 Articulate a theorised and personalised professional commitment to creating responsive and healthy early childhood environments which contribute to personal, social, environmental and community sustainability	Empowered Sustainability-focussed	1.1, 1.2, 1.3, 2.1, 3.3, 4.1, 4.4, 6.2, 7.4
4 Use authoritative sources and relevant literature to analyse and evaluate ideas about early education for sustainability	Creative and critical thinker Sustainability-focussed	1.1, 2.1, 3.3, 4.1, 4.4, 6.2, 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: 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.
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
3.3	Use teaching strategies: Include a range of teaching strategies.
4.1	Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.

CODE	COMPETENCY
4.4	Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.
6.2	Engage in professional learning and improve practice: Understand the relevant and appropriate sources of professional learning for teachers
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 ED303 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

### 5.5. Microcredential Information

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

Early feedback mechanisms will be embedded in weekly tutorial activities to support your success with this task. You can also use Canvas Discussions to engage in conversation about the focus and progress of your reflection and your guiding principles as an educator. In Week 3 there is opportunity to share your current draft with peers and gain formative feedback. In Week 6 you will share your completed narrative/creative work with your peers.

### 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 - Creative	Individual	50%	2000 words or equivalent	Week 6	Online Submission
All	2	Written Piece	Individual	50%	2000 words or equivalent	Week 10	Online Submission

**All - Assessment Task 1:** Sustainability focused narrative or creative work (and sharing of this work with peers)

<b>GOAL:</b>	The goal of this task is to consider your own experiences with nature, how these have influenced you, and will enhance your role as an educator.													
<b>PRODUCT:</b>	Artefact - Creative													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	<p>* Please refer to the Canvas site for this course for more detail.</p> <p>This assessment is founded on your reflection on your experiences with nature. It will be helpful to use the textbook, current research, &amp; relevant early childhood curriculum framework emphases about sustainability, belonging and wellbeing as you reflect on your own childhood and adult encounters with nature and natural play spaces. Consider the significance of the concept of place and the environment you encountered as a child as you explore your connection with the environment (perhaps aesthetically, emotionally and spiritually). Did place have meaning for you? (Australian Curriculum: how places give meaning to people and are important to identity, belonging, wellbeing; the significance of the concept of environment; why some places are special; the important interrelationships and interactions between humans and the environment; and the significance of the concept of sustainability.)</p> <p>This task invites you to create a narrative or creative work to capture the connections, interconnections, and disconnections of your personal experiences with nature and the natural world, as well as your holistic thinking in relation to values, commitments, learning, living and wellbeing. As part of the submission, you will create three short videos to capture the development of your creative work. Through the creative work and your reflection, you might consider how your experiences and relationships with nature and the natural world have supported your own experiences of belonging, wellbeing and connectedness, and any new educator inspirations arising from engagement with this task..</p>													
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<b>GENERIC SKILLS:</b>														

## All - Assessment Task 2: Personal and Professional Position Paper

<b>GOAL:</b>	The goal of this task is to articulate a personal and professional position about the importance of 'early education for sustainability' through discussion of a sustainability issue of your choice													
<b>PRODUCT:</b>	Written Piece													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	<p>* Please refer to the Canvas site for this course for more detail.</p> <p>This task invites you to create a persuasive research-informed personal/professional position statement on an 'early education for sustainability' issue of your choice. This issue should be one you find meaningful and relevant for your work as an early childhood educator and be linked to your short-term and long-term commitments for children and early childhood education. Your textbook has a range of topics and provocations which could be used as starting points.</p> <p>You could continue your exploration of the contribution of nature and the natural world to children's health and wellbeing. Or, you could build upon course learning, such as promoting child-friendly communities or child-centred change movements in response to contemporary sustainability issues.</p> <p>Whatever your chosen topic, your textbook, current research, and relevant curriculum sustainability emphases and concepts will support you in identifying the rich contributions children can make to sustainable futures. Use this task as an opportunity to consider your educator values of care, respect and responsibility, and your roles and strategies for working collaboratively with children, family and community to engage with contemporary sustainability issues. Your teaching strategies may be responsive to learning opportunities that are planned and also to 'in-the-moment' teaching opportunities that might arise during classroom conversations and interactions.</p> <p>This task offers an opportunity for you to develop your information literacy skills and dispositions, recognise that information has value, and value the skills, time and effort needed to produce knowledge.</p>													
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## 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
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a
n/a	n/a

## 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

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Julie M. Davis and Sue Elliott	2024	Young Children and the Environment	3rd Edition	Cambridge University Press

### 8.2. Specific requirements

Not applicable

## 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:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

## 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

## 10.4. 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>

## 10.5. 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.

## 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)