

# EDU208 Professional Experience: Learning Theories in Early Learning

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

2025 | Semester 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 [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 examine children's experiences in kindergarten programs. Inspired by the Reggio Emilia Approach you will develop strategies for engaging kindy children and inviting their learning and play. You will develop knowledge about observing, documenting and reflecting on children's learning to plan and personalise experiences and environments in ways that respond to individual needs, interests and potentials. The 10 day block professional experience in a kindergarten program will extend your understanding of kindy-aged children and their development.

### 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 including Zoom. Additional modalities may support learning in this course. | 2hrs    | Week 1         | 10 times  |
| <b>Placement</b> – The placement is managed by the placement team. You will undertake 10 days of PEx in a kindergarten program. You will engage at the PEx site for 7.25 hours each day. Consult the PEx calendar and course information to confirm placement dates.   | 72.5hrs | Week 11        | Once Only |

### 1.3. Course Topics

- Guiding curriculum approaches and frameworks: Queensland Kindergarten Learning Guideline; Early Years Learning Framework; Foundations for Success; National Quality Framework
- Cultivating the art of awareness: Observing for children's perspectives
- Inviting learning: Responding to observations
- Inviting environments: Inspirations from educators in Reggio Emilia
- Engaging children: Through play, discovery and investigation
- Reflecting on the wellbeing, safety, needs, interests and potentials of young children
- Making children's learning visible through documentation
- Identifying educator roles, responses and responsibilities

## 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 Engage with a range of curriculum frameworks; and design, implement and evaluate engaging and personalised learning experiences for kindergarten-aged children  | Knowledgeable<br>Engaged   | 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4 |
| 2 Seek and apply feedback from supervisors. Engage in ethical reflection on curriculum, pedagogy and professional standards and your own personal and professional development as a kindergarten teacher who responds to the learning needs of a diverse range of students and backgrounds. | Ethical<br>Engaged   | 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4 |
| 3 Organise and collate an ongoing personal learning portfolio that reports on your professional and ethical practice and engagement in the kindergarten setting   | Ethical<br>Engaged   | 1.1, 1.2, 1.3, 1.5, 1.6, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.4, 5.5, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4 |
| 4 Act in a professional and ethical manner when you engage with children, families, staff and community members attending the kindergarten program, adhering to the SETA Code of Conduct.   | Ethical<br>Engaged   | 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 3.7, 4.1, 4.4, 6.1, 6.2, 6.3, 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 |            |

| CODE | COMPETENCY  |
|------|---|
| 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  |
| 2.2  | Content selection and organisation: Organise content into an effective learning and teaching sequence.  |
| 2.3  | Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.   |
| 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.   |
| 4.4  | Maintain student safety: Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.  |
| 5.5  | Report on student achievement: Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement  |
| 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

(EDU112 and EDU109) or (EDU109 and coordinator consent) and enrolled in UB009 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

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 the third assessment task and to enable the receiving of peer feedback.

### 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        | Journal                | Individual          | 1000 word equivalent           | Week 8                                       | Online Submission         |
| All           | 5        | Placement performance  | Individual          | 10 days x 7.25 hours           | 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>* Please refer to the Canvas site for this course for more detail.</p> <p>* This task must receive a pass grade to enable progression to Task 5 (PEx) and to successfully complete course requirements.</p> <p>Activity participation involves contributing to tutorial/Canvas activities and discussions every week, with focused participation tasks also occurring in some weeks.</p> <p>Following your PEx you will attend a debrief tutorial (refer to Course Announcements for date/time). At the EDU208 debrief you will share your PEx experiences, especially focusing on:</p> <ul style="list-style-type: none"> <li>- Reflecting on the play, wellbeing, safety, needs, interests and potentials of young children, and the strategies you implemented to support children during the PEx</li> <li>- Reflecting on the insights you gained about inviting children's learning, play and investigation; about observing, documenting and reflecting on children's learning; and about planning and personalising learning experiences in ways that respond to individual needs, interests and potentials</li> <li>- Reflecting on the APSTs you have gathered documentation for and are evidencing in your Early Childhood APST Graduate Standards 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 EDU208 PEx.</li> </ul> |                           |  |                           |   |  |   |   |  |   |   |   |   |  |
| <b>CRITERIA:</b>       | <table> <thead> <tr> <th>No.</th><th></th><th>Learning Outcome assessed</th></tr> </thead> <tbody> <tr> <td>1</td><td>Knowledgeable, active, cooperative and meaningful contributions to learning including discussions (synchronous/asynchronous) and focused participation tasks</td><td>5</td></tr> <tr> <td>2</td><td>Preparation and organisation of materials, pedagogical documentation, resource ideas, folders and folios linked to focused participation tasks</td><td>2</td></tr> <tr> <td>3</td><td>Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions</td><td>5</td></tr> </tbody> </table>   | No.                       |  | Learning Outcome assessed | 1 | Knowledgeable, active, cooperative and meaningful contributions to learning including discussions (synchronous/asynchronous) and focused participation tasks | 5 | 2 | Preparation and organisation of materials, pedagogical documentation, resource ideas, folders and folios linked to focused participation tasks | 2 | 3 | Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions | 5 |  |
| No.                    |   | Learning Outcome assessed |  |                           |   |  |   |   |  |   |   |   |   |  |
| 1                      | Knowledgeable, active, cooperative and meaningful contributions to learning including discussions (synchronous/asynchronous) and focused participation tasks  | 5                         |  |                           |   |  |   |   |  |   |   |   |   |  |
| 2                      | Preparation and organisation of materials, pedagogical documentation, resource ideas, folders and folios linked to focused participation tasks  | 2                         |  |                           |   |  |   |   |  |   |   |   |   |  |
| 3                      | Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions   | 5                         |  |                           |   |  |   |   |  |   |   |   |   |  |
| <b>GENERIC SKILLS:</b> |   |                           |  |                           |   |  |   |   |  |   |   |   |   |  |

### 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 your placement.  |                           |  |                           |   |   |     |   |   |   |   |   |     |  |  |
|-----------------|---|---------------------------|--|---------------------------|---|---|-----|---|---|---|---|---|-----|--|--|
| PRODUCT:        | Code of Conduct   |                           |  |                           |   |   |     |   |   |   |   |   |     |  |  |
| FORMAT:         | <p>* Please refer to the Canvas site for this course for more detail.</p> <p>* This task is also connected to Task 5 (PEx).</p> <p>* Your signed Code of Conducted is required to successfully complete course requirements.</p> <p>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.</p> <p>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.</p> |                           |  |                           |   |   |     |   |   |   |   |   |     |  |  |
| CRITERIA:       | <table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Behaviour that is in accordance with the discipline Code of Conduct</td><td>2 4</td></tr><tr><td>2</td><td>Adherence to the discipline Code of Conduct</td><td>4</td></tr><tr><td>3</td><td>Completion of the required 10 days of PEx</td><td>2 4</td></tr></table>  | No.                       |  | Learning Outcome assessed | 1 | Behaviour that is in accordance with the discipline Code of Conduct | 2 4 | 2 | Adherence to the discipline Code of Conduct | 4 | 3 | Completion of the required 10 days of PEx | 2 4 |  |  |
| No.             |   | Learning Outcome assessed |  |                           |   |   |     |   |   |   |   |   |     |  |  |
| 1               | Behaviour that is in accordance with the discipline Code of Conduct   | 2 4                       |  |                           |   |   |     |   |   |   |   |   |     |  |  |
| 2               | Adherence to the discipline Code of Conduct   | 4                         |  |                           |   |   |     |   |   |   |   |   |     |  |  |
| 3               | Completion of the required 10 days of PEx   | 2 4                       |  |                           |   |   |     |   |   |   |   |   |     |  |  |
| GENERIC SKILLS: |   |                           |  |                           |   |   |     |   |   |   |   |   |     |  |  |

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

| GOAL:           | The goal of this task is to create a personal and professional plan   |                           |  |     |  |                           |   |   |   |   |   |     |   |   |   |
|-----------------|---|---------------------------|--|-----|--|---------------------------|---|---|---|---|---|-----|---|---|---|
| PRODUCT:        | Plan  |                           |  |     |  |                           |   |   |   |   |   |     |   |   |   |
| FORMAT:         | <p>* Please refer to the Canvas site for this course for more detail.</p> <p>* This task must receive a pass grade to enable progression to Task 5 (PEx) and to successfully complete course requirements.</p> <p>This task invites you to create a personal and professional development plan that outlines the curriculum and pedagogical knowledge and skills you will need in order to be successful in your supervised professional experience (PEx) in a kindergarten program.</p> <p>Use your plan to outline your current knowledge of curriculum and pedagogy; sources of inspiration such as the work of educators in Reggio Emilia; your personalisation of core ideas from your course textbooks; and a strategy for building on your current knowledge, skills and dispositions in ongoing ways over the semester. Use your plan to refer to the professional approaches and standards that you intend to demonstrate during your PEx. In addition, you can extend this plan to consider other professional development opportunities that you want to action over the longer term. You could make use of the Employability Backpack program, other PD opportunities, and your particular passions and interests to support your planning.</p> |                           |  |     |  |                           |   |   |   |   |   |     |   |   |   |
| CRITERIA:       | <table><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr><tr><td>1</td><td>Knowledge of relevant curriculum frameworks, standards and priorities</td><td>1</td></tr><tr><td>2</td><td>Articulation of a personal and professional development plan linked to current knowledge, skills and dispositions</td><td>2 3</td></tr><tr><td>3</td><td>Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions</td><td>5</td></tr></table>  |                           |  | No. |  | Learning Outcome assessed | 1 | Knowledge of relevant curriculum frameworks, standards and priorities | 1 | 2 | Articulation of a personal and professional development plan linked to current knowledge, skills and dispositions | 2 3 | 3 | Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions | 5 |
| No.             |   | Learning Outcome assessed |  |     |  |                           |   |   |   |   |   |     |   |   |   |
| 1               | Knowledge of relevant curriculum frameworks, standards and priorities   | 1                         |  |     |  |                           |   |   |   |   |   |     |   |   |   |
| 2               | Articulation of a personal and professional development plan linked to current knowledge, skills and dispositions   | 2 3                       |  |     |  |                           |   |   |   |   |   |     |   |   |   |
| 3               | Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions   | 5                         |  |     |  |                           |   |   |   |   |   |     |   |   |   |
| GENERIC SKILLS: |   |                           |  |     |  |                           |   |   |   |   |   |     |   |   |   |

#### All - Assessment Task 4: Reflective Journal

|                 |   |   |                           |
|-----------------|---|---|---------------------------|
| GOAL:           | The goal of this task is to engage in continuous reflection about your developing knowledge of kindergarten curriculum and pedagogy, including a focus on children from diverse linguistic, cultural, religious and socioeconomic backgrounds.  |   |                           |
| PRODUCT:        | Journal   |   |                           |
| FORMAT:         | <p>* Please refer to the Canvas site for this course for more detail.</p> <p>* This task must receive a pass grade to enable progression to Task 5 (PEX) and to successfully complete course requirements.</p> <p>This task invites you to demonstrate continuous reflection about your developing knowledge of kindergarten curriculum and pedagogy, including a focus on children from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p> <p>Use key ideas in the textbooks/recommended readings, relevant kindergarten curriculum frameworks and approaches, and pedagogical practices valued in kindergarten settings to guide what you include. See your reflections as a written form of scholarly conversations where you share informed and developing knowledge and insights, and connect theory and practice.</p> <p>For example, through your discussion of the Queensland Kindergarten Learning Guideline learning and development areas <a href="https://www.qcaa.qld.edu.au/childcare/qklg/learning-development-areas">https://www.qcaa.qld.edu.au/childcare/qklg/learning-development-areas</a> you could show you are aware of the importance of identity, wellbeing, communicating, connectedness and active learning as well as possible opportunities to support children's holistic learning and development in these areas.</p> <p>Similarly, through your discussion of the Queensland Kindergarten Learning Guideline professional focus materials (e.g. Inclusion and diversity <a href="https://www.qcaa.qld.edu.au/childcare/qklg/research-insights/inclusion-diversity">https://www.qcaa.qld.edu.au/childcare/qklg/research-insights/inclusion-diversity</a>) you could demonstrate your developing knowledge of teaching strategies that are responsive to the strengths and needs of all kindergarten children, including their cultural identity, religious, socioeconomic and linguistic backgrounds..</p> <p>Through this discussion and reflection, you are demonstrating you are developing your information literacy skills and dispositions, recognising that information has value, and you are valuing the skills, time and effort needed to produce knowledge.</p> |   |                           |
| CRITERIA:       | No.   |   | Learning Outcome assessed |
|                 | 1   | Reflection on kindergarten curriculum and pedagogy  | 1                         |
|                 | 2   | Articulation of personal/professional knowledge and skills in relation to kindergarten curriculum and pedagogy, including student diversity (linguistic, cultural, religious and socioeconomic backgrounds) | 2 3                       |
|                 | 3   | Written communication skills and academic literacies including English expression grammar, spelling, punctuation, APA referencing conventions   | 5                         |
| GENERIC SKILLS: |   |   |                           |

## All - Assessment Task 5: Professional Experience & APST Portfolio Building

|                        |  |   |                                  |
|------------------------|--|---|----------------------------------|
| <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>        | Placement performance  |   |                                  |
| <b>FORMAT:</b>         | <p>* All coursework requirements must be completed and passed to enable progression to this task (PEx).</p> <p>* Please refer to the PEx calendar and course information on Canvas for the scheduled dates of your 10 days of PEx.</p> <p>You will undertake 10 days of PEx in a kindergarten setting or kindergarten program. It is an expectation that you will engage fully at the PEx site for 7.25 hours each day. You will be supervised by a professional teacher who meets the qualification and registration requirements of the Queensland College of Teachers (QCT) and who will complete your report. 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 EDU208 can be found in the Early Childhood PEx Handbook. A copy of the EDU208 Final Report is found in the Early Childhood PEx Handbook.</p> <p>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 on the EDU208 Professional Experience Report Form. Refer to the SONIA PEx Site for the EDU208 PEx handbook and EDU208 PEx Final Report form information. You will also be required to use the Early Childhood APST Portfolio to document and evidence that you are meeting relevant APST. You will need to demonstrate successful completion of your PEx of 10 days with children aged 3 ½ - 4 ½ (including exemplary code of conduct, overall attainment of APST standards, 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 debrief tutorial (refer to Course Announcements for date/time). At the EDU208 debrief you will share your PEx experiences, especially focusing on:</p> <ul style="list-style-type: none"> <li>- Reflecting on the play, wellbeing, safety, needs, interests and potentials of young children, and the strategies you implemented to support children during the PEx</li> <li>- Reflecting on the insights you gained about inviting children's learning, play and investigation; about observing, documenting and reflecting on children's learning; and about planning and personalising learning experiences in ways that respond to individual needs, interests and potentials</li> <li>- Reflecting on the APSTs you have gathered documentation for and are evidencing in your Early Childhood APST Graduate Standards 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 EDU208 PEx.</li> </ul> |   |                                  |
| <b>CRITERIA:</b>       | <b>No.</b>   |   | <b>Learning Outcome assessed</b> |
|                        | 1  | Successful completion of PEx, 10 days with children aged 3 ½ - 4 ½ (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)   | 2 3 4                            |
| <b>GENERIC SKILLS:</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. 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  | Deb Curtis,Margie Carter | 2022 | The Art of Awareness, Third Edition             | 3rd Edition | Redleaf Press |
| Required  | Deb Curtis,Margie Carter | 2014 | Designs for Living and Learning, Second Edition | 2nd Edition | Redleaf Press |

### 8.2. Specific requirements

Current Blue Card; professional attire, closed in shoes and 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

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

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

### 10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

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

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](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

**Tel:** +61 7 5430 2890

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