COURSE OUTLINE

EDU217 Professional Experience: Evidence Based Decision Making in Early Learning

School: School of Education and Tertiary Access

2026 | Trimester 2

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 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 will explore processes of curriculum development and decision making in the early phase of learning in educational contexts. The course will investigate a range of methods of monitoring and assessing children's differentiated learning and developing competencies as well as reporting on children's progress to ensure continuity in learning across early learning experiences and learning areas. This course requires you to participate in 15 days of Professional Experience in a Kindergarten educational setting.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
Tutorial/Workshop 1 – The tutorial will be delivered in a face to face mode on campus.	2hrs	Week 1	10 times
Placement – This course includes a 15 day Professional Experience placement in a kindergarten setting commencing in Week 11.	108.75hrs	Refer to Format	Once Only

1.3. Course Topics

- Early Years Learning Framework (EYLF)
- Queensland Kindergarten Learning Guideline (QKLG) and approved early years curriculum
- Listening and Learning Together : C&K Curriculum Approach
- Foundation for Success
- Australian Curriculum
- Roles, responsibilities, and pedagogical approaches to teaching in the early years, including research-informed routines and rules for safe and positive environments
- Differentiating teaching and making adjustments to meet the specific learning needs of children across the full range of capabilities, including disability
- Assessment, documentation, reporting, and professional judgement to support children's learning and development
- Supporting language and early literacy practices in kindergarten, including phonological awareness and alphabetic and letter-sound knowledge (phonics)
- Making informed judgements about children's learning using appropriate assessment approaches.
- Early childhood policies and initiatives in curriculum decision making
- Children’s transitions and continuity of learning including transition to school and Transition Statements
- Professional practice: UniSC Code of Conduct, working with relevant ethical frameworks and the National Quality Standard
- EDU217 PEx Handbook and professional practice requirements
- Child Safety and Erickson's Stage 3:Initiative vs Guilt
- Child Safety and the Rights of the Child: Understanding Professional Boundaries, Abuse and Neglect, Domestic and Family Violence, and Child Protection Concerns
- Child Safety and Wellbeing: Recognising Professional Concerns, Applying Professional Judgement, and Understanding Reporting and Response Pathways

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 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 Interpret state and Australian curriculum documents, participate in curriculum decision making processes and assessment moderation to support consistent and comparable judgements of children's learning in the kindergarten context.	Ethical Engaged	2, 2.1, 2.2, 2.3, 5.3
2 Differentiate teaching to meet the specific learning needs of children across the full range of abilities; and build on children's competencies, needs, interests and continuity of learning to enhance the transition from Kindergarten to Prep	Ethical Engaged	1.1, 1.2, 1.3, 1.5, 1.6
3 Use state and/or Australian curriculum documents to plan, design and articulate integrated learning experiences for children that support their language development and early literacy practices in kindergarten	Ethical Engaged	2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 3.4
4 Use a range of state and/or Australian curriculum documents as well as transition statements to monitor, assess and report on children's progress in early learning experiences and learning areas and enhance continuity of learning	Ethical Engaged	5.1, 5.2, 5.3, 5.4, 5.5
5 Develop, and reflect on, pedagogical strategies to build on children's continuity of learning across prior-to-school and schooling contexts.	Ethical Engaged	2.1, 2.2, 2.3, 3.2, 3.3
6 Apply and articulate knowledge and understanding of legislative, ethical frameworks and professional standards in an early years context.	Ethical Engaged	7.1, 7.2
7 Understand, enact, and comply with the professional practices as outlines in the SETA Code of Conduct.	Ethical	7.1, 7.2

* 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
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	PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
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.
2.5	Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
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.
5.1	Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
5.2	Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning
5.3	Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.
5.4	Interpret student data: Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.
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
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.

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

EDU208 and enrolled in Program ED303 or UB009

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

EDU336

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

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

Students will apply content knowledge and practice assessment skills during tutorials. Opportunities for group and individualised feedback will be provided.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Activity Participation	Individual	Trimester of enrolment	Throughout teaching period (refer to Format)	In Class
All	2	Code of Conduct	Individual	Trimester of enrolment	Week 3	SONIA
All	3	Practical / Laboratory Skills, and Written Piece	Individual	1000 words	Week 4	Online Assignment Submission with plagiarism check
All	4	Plan	Individual	1500 word equivalent	Week 7	Online Assignment Submission with plagiarism check
All	5	Placement performance	Individual	Fifteen consecutive days (7.25 hours per day), including an initial PEx site visit, and a compulsory debrief at the conclusion of the PEx.	Refer to Format	SONIA

All - Assessment Task 1: Activity Participation

GOAL:	The goal of this task is to participate and contribute to learning experiences (face to face and online) in active, cooperative and meaningful ways.
PRODUCT:	Activity Participation
AUTHORSHIP STATEMENT:	
FORMAT:	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 engagement with course materials and contribute actively and cooperatively to discussions, learning activities, and tutorials. There are also focused participation tasks in Weeks 2, 4, 6, 9, and 10 that require specific preparation. In Week 2, you will bring your PEx file and documentation from your previous PEx and share your learning from the previous trimester's PEx course. 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 EDU217. In Week 4, you will undertake an inquiry in practice and share your reflections and insights with peers. In Week 6, you will bring your selected children's book and share the text and your developing pedagogical ideas with peers. In Week 9, you will actively participate in discussions and EDU217 PEx preparation and use the information discussed to plan for your PEx. This includes familiarising yourself with the PEx Handbook and Final Report components, organising your PEx file, and identifying possible APST to evidence in your APST Portfolio. In Week 10, you will engage in discussion and reflection on your learning in this course. You will participate in course feedback processes, identify your personal and professional learning goals for your upcoming PEx and beyond, and share resources and ideas for a successful PEx in kindergarten settings.
CRITERIA:	
GENERIC SKILLS:	

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

All - Assessment Task 2: Code of Conduct

GOAL:	The goal of this task is to demonstrate understanding of, compliance with, and adherence to the Code of Conduct for the School of Education and Tertiary Access (SETA) and the Code of Conduct of the PEx site.
PRODUCT:	Code of Conduct
AUTHORSHIP STATEMENT:	
FORMAT:	You will complete the Code of Conduct activity to demonstrate understanding of the content and expectations. You must conduct yourself in accordance with the SETA Code of Conduct for the duration of the course and operate within its guidelines. This includes university-based activities (workshops, tutorials, online Teams sessions and discussion board communication) and the site-based components of the course. You must also comply with the PEx site Code of Conduct for the duration of your Professional Experience.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrate understanding of the SETA and PEx site Code of Conduct to enact professional practice	7
2	Demonstrate compliance of the SETA and PEx site Code of Conduct in all WIL activities.	7

GENERIC SKILLS:	

All - Assessment Task 3: Inquiry in Practice

GOAL:	The goal of this task is to view the video provided, record, interpret, and analyse the learning evident in the video-scenario
PRODUCT:	Practical / Laboratory Skills, and Written Piece
AUTHORSHIP STATEMENT:	
FORMAT:	To engage in a formal process of providing formative feedback, you will watch a provided video and, from the perspective of a teacher, complete the template provided and analyse what you interpret to provide insights into the children's learning. You will use this task as an opportunity to practice privacy and confidentiality requirements in relation to your records and insights.
CRITERIA:	

No.		Learning Outcome assessed
1	Observation skills to assess children's progress in early learning experiences and learning areas	1 4
2	Interpretation of curriculum documents to articulate knowledge of principles, practices, and approaches appropriate for kindergarten contexts	1 2 3 4 5
3	Use of curriculum documents to accurately and reliably report student progress and achievement data	4
4	Differentiated teaching approaches to accommodate specific learning needs	2 4 5
5	Written and oral communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.	1

GENERIC SKILLS:	

All - Assessment Task 4: Intentional Teaching Learning Sequence

GOAL:	The goal of this task is to develop and reflect on pedagogical strategies to build on children's interests and developing competencies and differentiate teaching to meet the specific learning needs of children across the full range of abilities.
PRODUCT:	Plan
AUTHORSHIP STATEMENT:	
FORMAT:	You will develop an intentional teaching learning sequence using the provided template. The Queensland Kindergarten Learning Guideline, Learning and Development Area of Communicating is central to the development of your intentional teaching learning sequence. You will go beyond using a storybook, to facilitate children's learning within the key focus areas of Communicating: engaging and expanding language development; and/or building literacy in personally meaningful ways; and/or building numeracy in personally meaningful ways. You will identify and describe how you will differentiate teaching to meet the specific learning needs of children across the full range of abilities. You will identify and describe the kindergarten room rules, and routines that you will use to establish and ensure a structured, safe and positive kindergarten classroom environment in which to teach your intentional teaching learning sequence.
CRITERIA:	

No.		Learning Outcome assessed
1	Use of age-appropriate curriculum planning, recording, and reporting processes	1 3 4 5
2	Development of a range of teaching strategies	2 3 5
3	Support of children's language development and early literacy practices	3
4	Differentiated learning sequences to meet the specific learning needs of children across the full range of abilities	2 3 5
5	Understands and articulates the role of rules and routines to establish a structured, safe and positive kindergarten environment for all children.	2
6	Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions	1 2 3

GENERIC SKILLS:	

All - Assessment Task 5: Professional Experience (PEx)

GOAL:	The goal of this task is to develop skills and strategies that demonstrate developing understanding of the significance of the kindergarten context in valuing children's development, communication and social interactions.
PRODUCT:	Placement performance
AUTHORSHIP STATEMENT:	
FORMAT:	All students must uphold privacy and confidentiality requirements when participating in PEx contexts. You must complete 15-day block PEx as outlined in the PEx Handbook, ensure all PEx documentation is completed and signed in SONIA, and attend the compulsory debrief as scheduled.
CRITERIA:	

No.		Learning Outcome assessed
1	Demonstrated achievement of APST criteria as identified in the PEx Final Report	1 2 3 4 5 6
2	Satisfactory final evaluation by the Supervising Teacher, in collaboration with relevant PEx site staff and University staff.	1 2 4 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

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	Leonie Arthur,Bronwyn Beecher,Elizabeth Death,Susan Dockett	2025	Programming and Planning in Early Childhood Settings	9th	Cengage AU

8.2. Specific requirements

You must have a valid Blue Card. Refer to the QCAA and ACARA websites to access curriculum documents

9. How are risks managed in this course?

Risk assessments have been performed for all field activities and a low level of health and safety risk exists. Some risks concerns may include working in an unknown environment as well as slip and trip hazards. 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. 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