![UniSC logo]

**COURSE OUTLINE**

# EDU423 Reflective Practices in Early Learning

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

## 2026 | Trimester 1

| Online | | |
|---|---|---|
| | **ONLINE** | You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement. |

*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

In this course you strengthen your developing teacher identity through critical reflections of professional knowledge, practice, and engagement. Informed by the EYLF, QKLG and the Australian Curriculum you will use a reflection-for-action lens to analyse early reading instruction for young students across the full range of abilities. You will produce evidence-based practices using the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language to share with parents and carers to further advance young students' thinking, speaking, and reading in the home.

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

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|---|---|---|
| **ONLINE** | | | |
| **Learning materials** – Learning materials are independently accessed in Canvas. They include course content, activities, readings and resources for active engagement and participation in the online tutorials. | 2hrs | Week 1 | 7 times |
| **Tutorial/Workshop 1** – Tutorial 1: Seven two hour weekly online tutorials scheduled via zoom, involving active participation. Additional modalities may be used to support learning in this course. | 2hrs | Week 1 | 7 times |
| **Tutorial/Workshop 2** – Tutorial 2: Three one hour online tutorials scheduled via zoom, involving active participation. Additional modalities may be used to support learning in this course. | 1hr | Week 1 | 3 times |

### 1.3. Course Topics

Course topics:

- Brain development, neuroplasticity and language acquisition
- Socio-emotional development, well-being and language development
- Protective early childhood experiences supporting resilience, and trauma and healing
- Developing teacher identity and teacher impact on student learning
- Approaches to early reading (phonemic awareness, phonics, vocabulary, fluency, listening comprehension, reading)
- Australian Curriculum (English) Achievement Standards, General Capabilities
- Australian Curriculum (Technologies) Achievement Standards, General Capabilities

## 2. What level is this course?

400 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth 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<br><br>On successful completion of this course, you should be able to... | GRADUATE QUALITIES MAPPING<br><br>Completing these tasks successfully will contribute to you becoming... | PROFESSIONAL STANDARD MAPPING *<br><br>Australian Institute for Teaching and School Leadership |
|---|---|---|
| 1 Demonstrate knowledge of the EYLF and the QKLG including advanced theoretical and philosophical perspectives of early childhood teachers and the teaching profession. | Knowledgeable<br>Empowered<br>Engaged | 1.1, 1.2, 2.1, 2.2 |
| 2 Evaluate and apply knowledge and understanding of the Australian Curriculum (English) and the Australian Curriculum (Technologies) for use in Prep classrooms. | Knowledgeable<br>Creative and critical thinker<br>Empowered | 1.4, 2.1, 2.5, 2.6, 4.5 |
| 3 Evaluate and apply knowledge and understanding of early reading instruction, including the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. | Knowledgeable<br>Empowered<br>Ethical | 1.3, 1.5, 2.1, 2.5, 3.2 |
| 4 Engage ethically and sensitively with parents and carers to share, explain and respond to communication on the value of explicit teaching strategies used in early reading instruction. | Knowledgeable<br>Ethical<br>Engaged | 3.5, 3.7, 7.3 |

\* 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. |

| CODE | COMPETENCY |
|------|------------|
| 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. |
| 1.4 | Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander 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. |
| 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. |
| 2.5 | Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas. |
| 2.6 | Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students. |
| 3.2 | Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies. |
| 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. |
| 4.5 | Use ICT safely, responsibly and ethically: Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching. |
| 7.3 | Engage with the parents/carers: Understand strategies for working effectively, sensitively and confidentially with parents/carers. |

## 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 ED303

### 5.2.   Co-requisites

Not applicable

### 5.3.   Anti-requisites

EDU409 Internship

### 5.4.   Specific assumed prior knowledge and skills (where applicable)

You will draw on your prior knowledge from EDU109 Professional Experience: Play and Pedagogy in Early Learning (autobiographical reflections), EDU217 Professional Experience: Evidence Based Decision Making in Early Learning, EDU213 Teaching English: Curriculum and Pedagogy, EDU340 Teaching Reading and Writing, and EDU361 Teaching English: Language, Literature and Literacy.

## 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

Students will receive timely feedback before Week 4 Census to support learning and guide subsequent assessments.

## 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 | Literature Review (or component) | Individual | 50% | Assessment 1 consists of five ,500 word (or equivalent) written components and five 10 minute in-class shared reflections. | Refer to Format | Online Assignment Submission with plagiarism check |
| All | 2 | Artefact - Creative, and Written Piece | Individual | 50% | Assessment 2 consists of a 2500 word (or equivalent) written submission including graphic organisers, artefacts, and a video recording of implementation of your information text to encourage early reading instruction. | Week 8 | Online Assignment Submission with plagiarism check |

**All - Assessment Task 1:** Information has value

| | |
|---|---|
| **GOAL:** | The goal of Assessment 1 is to demonstrate Information Literacy through reading, annotating, summarising, and critically reflecting on scholarly articles, and linking the information to your developing teacher identity and professional practice. |
| **PRODUCT:** | Literature Review (or component) |
| **FORMAT:** | Assessment 1 has two components, five written submissions and five 10 minute Canvas discussion board reflections. The written submissions, including annotations, a cohesive summary and a critical response to each scholarly article, are completed using the University's secure online assessment platform, as indicated in Canvas and are due at 10:00am, on Monday Week 2, Week 3, Week 4, Week 5, and Week 6. The 10 minute in-class shared reflection is completed in the Canvas Discussion Boards during Week 2 - Week 6. |

| **CRITERIA:** | **No.** | | **Learning Outcome assessed** |
|---|---|---|---|
| | 1 | Interpretation of theory and research through scholarly annotations and critical analysis of journal articles | 1 |
| | 2 | Application of research to professional practice with a focus on the teaching cycle (planning, teaching and assessing). | 2 |
| | 3 | Critical evaluation of research relevant to early reading instruction | 3 |
| | 4 | Consideration of diverse learners and inclusive practice in prior to school and school contexts | 2 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Problem solving, Organisation, Information literacy |

**All - Assessment Task 2:** Early Reading Instruction

| | |
|---|---|
| **GOAL:** | The goal of Assessment 2 is to demonstrate your research knowledge and practices in early reading instruction, for a unit of work with Prep students using an informative text. |
| **PRODUCT:** | Artefact - Creative, and Written Piece |
| **FORMAT:** | The Early Reading Instruction written component is completed using the University's secure online assessment platform indicated in Canvas. The written component is due by Monday 10:00am Week 8. <br> The video submission is uploaded to Canvas using the designated Canvas submission options. by Monday 10:00am, Week 8. |

| **CRITERIA:** | **No.** | | **Learning Outcome assessed** |
|---|---|---|---|
| | 1 | Integration of research,for innovative early reading instruction (including the elements of phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language) | 2 3 |
| | 2 | Implementation of a range of teaching strategies to encourage student participation in the reading process and language development | 3 |
| | 3 | Reflection-for-action response including consideration of peer feedback to strengthen early reading and literacy practices | 1 |
| | 4 | Integration of age-appropriate, high-quality learning activities and resources to support early reading instruction in the home | 4 |

| | |
|---|---|
| **GENERIC SKILLS:** | Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy |

6.4. Assessment to competency mapping

| PROGRAMME DELIVERY MODE | ASSESSMENT TYPE | TITLE | COMPETENCY | TEACHING METHODS |
|---|---|---|---|---|
| **2020 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS** | | | | |
| All delivery modes | Artefact - Creative, and Written Piece | Early Reading Instruction | 1.1 | Assessed |
| | | | 1.2 | Assessed |
| | | | 2.1 | Assessed |
| | | | 2.5 | Assessed |
| | | | 2.6 | Assessed |
| | | | 3.4 | Assessed |
| | | | 3.7 | Assessed |
| | | | 7.3 | Assessed |
| | Literature Review (or component) | Information has value | 1.1 | Assessed |
| | | | 1.2 | Assessed |
| | | | 1.3 | Assessed |
| | | | 1.4 | Assessed |
| | | | 2.1 | Assessed |
| | | | 2.5 | Assessed |
| | | | 2.6 | Assessed |
| | | | 3.7 | Assessed |

# 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

There are no required/recommended resources for this course.

## 8.2. Specific requirements

Current Blue Card for place-based field trip.
It is expected you will have access to the internet to retrieve electronic material available online on Canvas and the library.

# 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

Assessment 2:
Week 3: required to share in-class your selected informative text for peer feedback.
Week 5: required to share in-class your planned home-based activities in the tutorial for peer feedback.
Week 8: the peer feedback received in both weeks are necessary considerations and included in your critical reflection.

## 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. 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