

Course Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Course Title:	PLANNING, SUPPORTING AND ASSESSING
Course ID:	EDECE1020
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	(ECCEL2017)
Exclusion(s):	(EDECE1017)
ASCED:	070303

Description of the Course:

This course is designed to provide Pre-Service Teachers (PSTs) with skills and knowledge to effectively observe, plan, and assess children's learning within play-based pedagogies. PSTs will also explore a range of teaching strategies and engage in reflection to evaluate their planning and teaching.

Children's capabilities, skills and interests will be examined through observation, documentation and analysis as an impetus for planning play-based experiences that will engage young learners. PSTs will draw upon approved learning frameworks and relevant theories to assess learning and provide feedback to children, families and peers. This course will highlight the importance of child, family and community consultation and partnerships in the planning and assessing of learning. In addition, implications of multicultural and Aboriginal and Torres Strait Islander perspectives on planning and assessing will be examined.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a

final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Evaluate a range of techniques for observing and documenting learning in early childhood education.
- K2.** Examine a range of theoretical perspectives and consider their impact on teaching, learning and assessment.
- K3.** Identify a range of factors that influence teaching, learning and assessment including individual characteristics, development, culture and context.
- K4.** Understand how resources, play- based pedagogies and teaching strategies influence children's participation and learning.
- K5.** Explore strategies for providing respectful and confidential feedback to children, parents/carers and peers.

Skills:

- S1.** Articulate the relationship between approved learning frameworks, planning and assessment.
- S2.** Use a wide range of observational techniques to assess learning and development over time.
- S3.** Develop skills in providing feedback to learners, parents/carers and peers.
- S4.** Demonstrate ability to use evaluation and reflection to improve teaching and learning.

Application of knowledge and skills:

- A1.** Analyse observations and plan learning experiences based on identified interests, abilities and sociocultural backgrounds of children.
- A2.** Plan, implement and assess play-based learning experiences that are informed by contemporary theories and approved learning frameworks
- A3.** Apply skills in selecting appropriate resources and creating engaging learning environments that children's participation.
- A4.** Using a strengths-based approach, communicate with children and families about learning.

Course Content:

Topics may include:

- Implications of learning and developmental theories on planning and assessing
- Techniques for observing and documenting
- Interpreting observation data
- Planning
- Resources and materials
- Teaching and learning strategies, including play-based approaches, inclusive, engaging strategies and those that are responsive to the needs of learners from diverse cultural and Aboriginal and Torres Strait Islander

backgrounds

- Formal, informal, diagnostic, formative and summative assessment
- Teaching and learning cycles
- Using critical reflection to refine and improve teaching and assessment
- Relationships and interactions with learners
- Learning environments including a focus on natural environments.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams. 	K5, S1, S2, S3, A1	AT2, AT3
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating a collegial environment • Showing self-awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative 	S4, A2, A4	AT3
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving 	K1, K2, K3, K4, S4, A1, A2, A3	AT1, AT2, AT3

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities 	K4, K5, S2, S3, A3, A4	AT2, AT3
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life. 	A1, A2, A3	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1; APST: 1.2, 5.1	Learning Framework Task: Answer questions on approved learning frameworks, the planning cycle, assessment and observation techniques.	Question and Answers	10-30%
K3, K4, K5, S2, S3, S4, A4, A5; APST: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1	Documentation: Use a variety of techniques to observe, document and assess children's learning for future plans. Provide peer feedback to support future teaching.	Portfolio	20-40%
K3, K4, K5, S2, S3, S4, A1, A2, A3, A4, APST: 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1, 5.4, 5.5	Planning and Assessment: Observe, assess and document learning of two children during professional experience. Plan and implement three learning plans to cater for the interests and abilities of the children. Complete a summative assessment document that situates the children's learning and development in relation to learning outcomes from an approved learning framework (EYLF or VEYLDF)	Planning and Assessment	40-60%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)

Professional Standards / Competencies:
Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
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.	Yes	Introductory
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Introductory
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.	Yes	Introductory
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.	Yes	Introductory
2. Know the content and how to teach it		
2.2 Content selection and organisation Organise content into an effective learning and teaching sequence.	Yes	Introductory
2.3 Curriculum, assessment and reporting Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Yes	Introductory
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Introductory
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Introductory

<p>3.3 Use teaching strategies Include a range of teaching strategies.</p>	<p>Yes</p>	<p>Introductory</p>
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	<p>Yes</p>	<p>Introductory</p>
<p>4. Create and maintain supportive and safe learning environments</p>		
<p>4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.</p>	<p>Yes</p>	<p>Introductory</p>
<p>5. Assess, provide feedback and report on student learning</p>		
<p>5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.</p>	<p>Yes</p>	<p>Introductory</p>
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	<p>Yes</p>	<p>Introductory</p>
<p>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.</p>	<p>Yes</p>	<p>Introductory</p>