

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: Planning, Supporting and Assessing

Unit ID: EDECE1020

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): (ECCEL2017 or ECCEL3723)

Exclusion(s): (EDECE1017)

ASCED: 070303

Description of the Unit:

This unit 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 unit 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:

No work experience

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

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.

Unit Content:

Topics may include:

1. Implications of learning and developmental theories on planning and assessing
2. Techniques for observing and documenting
3. Interpreting observation data
4. Planning
5. Resources and materials
6. 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

7. Formal, informal, diagnostic, formative and summative assessment
8. Teaching and learning cycles
9. Using critical reflection to refine and improve teaching and assessment
10. Relationships and interactions with learners
11. 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 Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act 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. 	Not applicable	Not applicable
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 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		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. 	Not applicable	Not applicable
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. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, S1	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	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	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](#)