



Course Outline (Higher Education)

School:	School of Education
Course Title:	PLANNING, SUPPORTING AND ASSESSING
Course ID:	EDECE1020
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	(EEZED1721) or (EEZED2723)
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 theories of learning and development 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)

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"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Explore research into the effectiveness of a range of observation, documentation and teaching strategies.
- K2.** Describe implications of learning and developmental theory on planning and assessment.
- K3.** Assess learning and development in order to plan culturally appropriate and engaging experiences for young children using a learning and teaching cycle.
- K4.** Understand how selection of resources, play based pedagogies and teaching strategies engage young learners.
- K5.** Understand sensitive and confidential strategies for providing feedback to learners, parents/carers and peers.

Skills:

- S1.** Articulate the relationship between approved learning frameworks, observation and assessment.
- S2.** Use a wide range of observational techniques to assess learning and development over time.
- S3.** Use approved learning frameworks to guide planning and assessment of children's learning.
- S4.** Plan learning experiences based on interests, abilities and sociocultural backgrounds of children.
- S5.** Demonstrate ability to use evaluation and reflection to improve teaching and learning.

Application of knowledge and skills:

- A1.** Examine a range of historical and theoretical perspectives and their impact on teaching and assessment.
- A2.** Demonstrate an understanding of the impact of sociocultural background on teaching and assessment.
- A3.** Plan learning experiences that are informed by approved learning frameworks and based on children's interests, strengths and backgrounds.
- A4.** Develop skills in selecting appropriate resources and managing the learning environment.
- A5.** Develop skills in providing feedback to learners, parents/carers and peers.

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.

Values:

- V1.** Recognise how philosophical and theoretical perspectives shape curriculum and pedagogy
- V2.** Recognise how current curricula informs planning and assessment
- V3.** The child's capabilities and cultural differences are incorporated into the curriculum in respectful ways
- V4.** Evaluation and critical reflection are the impetus for continual improvement in teaching practice.

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	A1	AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	Not applicable	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, A1, A2; 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%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K3, K4, K5, S3, S4, S5, A3, A4, A5; APST: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1	Portfolio of Tasks: Complete tasks and submit as a portfolio. Tasks to include observation, documentation and assessment of learning, planning for future learning and providing peer feedback to support future teaching	Portfolio	20-40%
K3, K4, K5, S2, S3, S4, S5, A3, A4, A5; APST: 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.1, 5.4, 5.5	Planning and Assessment: Observe, analyse 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>