Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	PLANNING EFFECTIVE LEARNING ENVIRONMENTS FOR LEARNING AND TEACHING
Unit ID:	EDMAS6028
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Unit:

This course is designed to develop the Pre-Service Teachers (PSTs) techniques for observing, documenting, planning, assessing and evaluating children's learning using play-based pedagogies. Children's capabilities, skills and interests will be examined through observation, documentation and analysis as an impetus for engaging young learners. PSTs will also draw upon current curricula, theories of learning and development to interpret observational documentation and assess learning. PSTs will use their skills and techniques in documenting and analysis to provide feedback to children and families. PSTs will further develop their understanding of psychological and sociological theoretical constructs in relation to communicating and interacting with children in culturally sensitive and appropriate ways giving consideration to the total wellbeing of children. This course will highlight the importance of child, family and community consultation and partnerships in the planning of effective environments and assessing of learning. In addition, implications of multicultural and Aboriginal and Torres Strait Islander perspectives on environments, 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 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. 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 and the provision of effective learning environments for young children

K3. Assess learning and development in order to plan culturally appropriate and engaging experiences for young children using a learning and teaching cycle

K4. Demonstrate a deep understanding of how the learning environment, selection of resources, play based pedagogies and teaching strategies engage young learners and the implications for wellbeing

Skills:

S1. Use a wide range of observational techniques to assess learning and development over time

S2. Use current curricula to plan and assess learning and demonstrate ability to use evaluation and reflection to improve teaching and learning.

S3. Plan a series of learning experiences based on children's interests, abilities, inclinations to explore and play, curiosities, funds of knowledge, sense of fun and playfullness and sociocultural backgrounds of children

Application of knowledge and skills:

A1. Examine a range of historical and theoretical perspectives and their impact on teaching and assessment

A2. Demonstrate a deep understanding of the impact of sociocultural background on the selection of appropriate resources, planning, teaching, assessment and managing effective environments that consider the wellbeing of young children

A3. Develop skills in sequencing engaging learning experiences and planning learning environments based on knowledge of curricula, children's interests, strengths and backgrounds

Unit Content:

Topics to be covered may include:

- Implications of learning and developmental theories on planning and assessing
- Techniques for observing and documenting
- Interpreting observation data
- Planning for learning and teaching including the role of the environment
- 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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams.	A4	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. • Creating and sustaining a collegial environment • Demonstrating a high level of self -awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations	K3, K4, K5, S1, S2, S3, A3	AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrate a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning	K1, K2, A1	AT3

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life.	A2	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
APST 1.2 5.1	Students to answer questions on current curricula, observation techniques and assessment types.	Hurdle	U/S
K1, K2, K3, K4, S2, S3, A1, A2, A3, APST 1.1, 1.2, 1.3, 2.2, 2.3 3.1, 3.2, 3.3, 4.1 5.1	Portfolio of Tasks Students to complete tasks and submit as a portfolio. Tasks may include observation, documentation of learning; planning; peer feedback; reflection on the teaching and learning cycle	Portfolio	40-60%
K2, K3, K4, S1, S2, S3, A2, A3, APST 1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1 5.1, 5.4,	Planning for Learning Observe, analyse and document the learning of children. Plan and implement a series of learning experiences that cater for the interests, abilities and dispositions of children. Summarize childrens learning and development in relation to current curriculum outcomes (EYLF or VEYLDF). Document the process of curriculum decision making, including selection of materials, teaching strategies, learning outcomes and the role of the environment in the teaching and learning process	Report	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit   No

Date:

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
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
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Introductory

3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Introductory

4. Create and maintain supportive and safe learning environments

4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Introductory

5. Assess, provide feedback and report on student learning

5.1 Assess student learning Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Yes	Introductory
5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Yes	Introductory
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.	Yes	Introductory