

# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	PLANNING EFFECTIVE LEARNING ENVIRONMENTS FOR LEARNING AND TEACHING
<b>Course ID:</b>	EDMAS6028
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070101

## Description of the Course:

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)

**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 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
- K5.** Understand and demonstrate sensitive and confidential strategies for providing feedback to learners, parents/carers and peers.

#### Skills:

- S1.** Articulate the relationship between the provision of effective learning environments, current curricula, observation, assessment and wellbeing
- S2.** Use a wide range of observational techniques to assess learning and development over time
- S3.** Use current curricula to articulate plan and assess learning
- S4.** Plan a series of 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 a deep understanding of the impact of sociocultural background on teaching and assessment and the planning of 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, learner interests, strengths and backgrounds
- A4.** Develop skills in selecting appropriate resources and planning and managing effective learning environments
- A5.** Develop skills in providing feedback to learners, parents/carers and peers

#### Course 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

### 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.	K2; K3	AT2; 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.	S4; A2	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.	K5; S1; A5	AT2; AT3
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.	A4	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2 S1 A1, A2 APST 1.2 5.1	Curriculum Framework Task Students to answer questions on current curricula, observation techniques and assessment types.	Reflection	15-25%
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 Students to complete tasks and submit as a portfolio. Tasks to include observation, documentation of learning; planning; peer feedback; reflection on the teaching and learning cycle	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 for Learning and Teaching Observe, analyse and document learning of three children. Plan and implement a series of three learning plans to cater for the interests and abilities of the three children. Develop a summative assessment document that situates the children's learning and development in relation to current curriculum outcomes (EYLF or VEYLDF). Report on the learning of the three children in terms of curricula outcomes and theoretical perspectives. The PST is to document their 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%

### 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>	Yes	Introductory
<p>3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.</p>	Yes	Introductory
<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>	Yes	Introductory
<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>	Yes	Introductory
<p>5.4 Interpret student data Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.</p>	Yes	Introductory
<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>	Yes	Introductory