School of Education

EDUC2066: Teaching, Learning and Play in Early Childhood

Callaghan and Ourimbah
Semester 1 - 2024

COURSE OUTLINE

OVERVIEW

Course Description

Students will have the opportunity to explore, plan, teach and review play and learning experiences in early childhood sites 0 - 5 yrs, drawing upon contemporary early childhood education theories and curriculum documents.

Review of Progress Requirements

This course is a compulsory program requirement for students in the following program(s):

- Bachelor of Teaching (Early Childhood and Primary) (Honours)
- Bachelor of Education (Early Childhood and Primary)
- Bachelor of Education (Early Childhood and Primary) (Honours)

In addition to meeting the University's overall requirements for academic progression, students enrolled in these program(s) must satisfactorily complete this course in order to progress in their program.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:
- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

To enrol in this course students must:
- be active in the following programs:
        - Bachelor of Teaching (Early Childhood and Primary) (Honours) [12366], or
        - Bachelor of Education (Early Childhood and Primary) [40105], or
        - Bachelor of Education (Early Childhood and Primary) (Honours) [40109],
and
- have successfully completed 60 units, including (EDUC1045 or EDUC1048), and EDUC1055, and (EDUC1103 or EDUC2103), and
- have completed or be concurrently enrolled in EDUC2102 and EDUC3066.

Assumed Knowledge

EDUC1048 (or EDUC1045) and EDUC1055

Successful completion of LANTITE is required prior to enrolling in final Internship/Placement course
https://teacheredtest.acer.edu.au/

Contact Hours	**Lecture**
	12 hour(s) per Term Full Term
	Practicum *
	Face to Face Off Campus
	5 day(s) per Week for 4 Weeks
	20 days full time professional experience component.
	* This contact type has a compulsory requirement.
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

CONTACTS

Course Coordinator	**Callaghan and Ourimbah**
	Dr Nicole Leggett
	Nicole.Leggett@newcastle.edu.au
	Consultation: by appointment
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	**School of Education**

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	Callaghan	Ourimbah
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SYLLABUS

Course Content

This course introduces students to:
1. The application of pedagogical approaches embedded in early childhood curriculum documents, most notably the Early Years Learning Framework;
2. The application of professional and ethical practice in early childhood sites;
3. The application of early childhood pedagogy in terms of documenting, implementing and reviewing practice in an EC site;
4. Action learning as a methodology to reflect and document pedagogical practices.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Demonstrate knowledge of contemporary early childhood curriculum documents, namely the Early Years Learning Framework;

2. Apply contemporary early childhood education theories in their professional and ethical practice, including guiding appropriate child interactions with others and with adults;

3. Create a challenging, engaging and safe learning environment for young children;

4. Plan and implement a range of play and learning experiences for young children, based on children's interests, skills and need;

5. Critically evaluate the learning experiences of young children;

6. Critically reflect on their own teaching practice, based on action learning methodologies.

Course Materials	**Recommended Reading:**
	- Ailwood, J., Boyd, W., & Theobald, M. (2016). Understanding early childhood education and care in Australia. Sydney: Allen & Unwin
	- Blaise, M. & Nutall, J. (2011). Learning to teach in the early years classroom. Oxford. Chapter 3: The teaching body
	- Fleer, M. (2010). Early Learning and Development, Cultural-historical concepts in play. Melbourne: Cambridge University Press.
	- Grieshaber, S. & McArdle, F. (2010). The Trouble With Play. New York: McGraw-Hill.
	- Leggett, N. (2017). Early childhood creativity: Challenging educators in their role to intentionally develop creative thinking. *Early Childhood Education Journal, 45(6), 845-853.*
	- Leggett, N. & Newman, L. (2016). Play: Challenging educators' beliefs about play in the indoor and outdoor environment. *Australasian Journal of Early Childhood*., 42 (1), 24-32
	- Leggett, N. & Ford, M. (2013). A fine balance: Understanding the roles educators and children play as intentional teachers and intentional learners within the Early Years Learning Framework. Australasian Journal of Early Childhood. 38 (4) 42-50.
	- McArdle, F., Grieshaber, S., & Sumsion, J. (2019). Play meets early childhood teacher education. *The Australian Educational Researcher*, *46*(1), 155-175.
	- Rogers, S. (2011). Rethinking Play in Early Childhood Education: Concepts, Contexts and Cultures. London: Routledge.
	- Sumsion, J. et al. (2009). Insider perspectives on developing `Belonging, Being & Becoming: The Early Years Learning Framework for Australia'. Australian Journal of Early Childhood, 34(4).
	Recommended Texts:
	- Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. (2021). Programming and planning in early childhood settings. (8th Ed.). South Melbourne: Thomson.
	- Kilderry, A., & Raban, B. (Eds.). (2020). Strong foundations: Evidence informing practice in early childhood education and care. ACER Press. https://doi.org/10.37517/978-1-74286-555-3.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Contact Hour Requirements:
- There is a compulsory attendance requirement in this course.

Course Assessment Requirements:
- Assessment 1 - SimTeach: Pass Requirement - Students must pass this assessment item to pass the course.

- Assessment 2 – Professional Experience Report: Pass Requirement - Students must pass this assessment item to pass the course.

- Assessment 3 – Teaching Portfolio: Pass Requirement - Students must pass this assessment item to pass the course.

Pre-Placement Requirements:
- Anaphylaxis Training - Students must complete approved anaphylaxis training.
- Child Protection Awareness Training - Students must complete approved child protection awareness training.
- Working with Children - A national criminal history check and review of findings of misconduct involving children, required for any child-related work.

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Introduction to EDUC2066 What is a professional experience? (Part I)		
2	4 Mar	Play and learning: What is meant by a play-based curriculum? Introduction to SimTeach, and the reflective practice of teachers (APST)	Australian Institute for Teaching and School Leadership (AITSL) 2018, *Australian Professional Standards for Teachers,* https://www.aitsl.edu.au/standards	
3	11 Mar	What is a professional experience? (Part II)		
4	18 Mar	Site-based analysis		
5	25 Mar	Documentation & Lesson Plans		SimTeach session 22/3
6	1 Apr	Young children's thinking		SimTeach session 5/4
7	8 Apr	Interpreting documentation		SimTeach session 12/4
Mid Term Break				
Mid Term Break				
8	29 Apr	Planning for babies (0-2yrs)		SimTeach session 22/4
9	6 May	The project approach	Rolling day 1	
10	13 May	The role of the educational leader	Rolling day 2	
11	20 May	Intentional teaching	Rolling day 3	
12	27 May	Final preparations for professional experience. Q&A.	Rolling day 4	
13	3 June	Self-test – Quiz "Are you ready?"	Rolling day 5	
Examination Period				3-week block 11/6-28/6
Examination Period				

ASSESSMENTS

This course has three assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	SimTeach Task	Before the commencement of the first rolling day	Group & Individual	20%	1,2,3,4,5,6
2	Professional Experience Report 50%*	At the completion of your 20-day professional experience	Individual	50%	1, 2, 3, 4, 5, 6
3	Teaching Portfolio	5th July by 5pm	Individual	30%	3, 4, 5, 6

* This assessment has a compulsory requirement.

Late Submissions	The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - SimTeach Experience & Reflection 20%

Assessment Type	Problem Based Learning
Purpose	The purpose of this assignment is for students to do a mini teaching activity (i.e., a circle time activity or read-aloud activity) in a virtual early childhood setting with a small group of children (avatars).
Description	For the SimTeach experience, students are required to i). form a small group & participate in a recorded SimTeach session for 5-10 minutes ii). plan and implement a small group mini teaching experience for five children (i.e a short storybook, or singing activity), iii) write a 250-word reflection on your teaching practice and the children's responses from the SimTeach session. The EC lesson plan template will be available on the Course Canvas site.
Weighting	20%
Compulsory Requirements	Pass Requirement - Students must attend & participate in the SimTeach session to pass this assignment.
Due Date **Submission Method**	Online
Assessment Criteria **Return Method** **Feedback Provided**	Online Online
Opportunity to Reattempt	No reattempt allowed.

Assessment 2 - Professional Experience Report 50%

Assessment Type	Report
Purpose	The Supervising Teacher will write a final professional experience report after consultation with the Centre Director and Tertiary Supervisor.
Description	The Supervising Teacher and centre director may consult with the Tertiary Supervisor on the content and result of the final report (summative assessment) to be completed at the end of the placement. APST: 1.1, 1.2, 1.5, 2.1, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 5.1, 5.4, 5.5, 6.3, 7.1
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	At the completion of your 20-day professional experience
Submission Method	Online
	The teacher education student must ensure that the Centre Director returns the original report to the PEU using the electronic version available online (SONIA). The Teacher Education Student may also request a copy.

Assessment Criteria	Teacher Education Students are assessed against the adapted Standards for Teachers on their ability to record, plan, implement and reflect on the teaching learning nexus in early childhood sites through evidence of pedagogical practice. The Supervising Teacher and Teacher Education Student will contribute to weekly (formative) assessments at the completion of weeks 1, 2 and 3. Students demonstrate initiative and judgement, adapt knowledge and skills in diverse context and behave with responsibility and accountability for their own learning.
Return Method	Online
Feedback Provided	In Person - Feedback will be obtained on-site during the professional experience via the student's Supervisory Teacher, Centre Director and Tertiary Supervisor.
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment. No reattempt allowed.

Assessment 3 – Teaching Portfolio 30%

Assessment Type	Portfolio
Purpose	The purpose of this assignment is to test students' application of intermediate level body of knowledge of the underlying principles and concepts about current curriculum frameworks in Early Childhood sites and its application to practice.
Description	Students demonstrate that they are insightful scholars by submitting examples of their work that showcases their professional experience. Students will demonstrate that they know children and how they learn and that they can plan for and implement effective teaching and learning.

Students are to submit <u>3 Artefacts</u> from your professional experience via Canvas (No hard copies will be accepted).

Artefact 1 is to map one focus area in APST Standard 1
Artefect 2 is to map one focus area in APST Standard 3
Artefact 3 is to map one focus area in APST Standard 5
Students are to highlight where on your artefacts the evidence can be seen.

See this link for a full reference of APST Standards:
https://educationstandards.nsw.edu.au/wps/wcm/connect/5b21b98c-116b-4f2e-a386-56e77c48f5a8/bostes-proficient-teacher-evidence-guide--early-childhood-teachers.pdf?MOD=AJPERES&CVID=

For each artefact students are to include a 150-word annotation that clearly identifies the focus area of the standard accounted for. They are to provide a context for the evidence in order to situate the work (what, why or when via a brief introductory statement). And clearly outline how the evidence shows the achievement of the standard. This can be submitted as a comment bubble with the artefact or as a separate word document.

APST: 1.1, 1.2, 1.5, 2.1, 2.5, 3.1, 3.2, 3.3, 3.4, 3.6, 4.1, 5.1, 5.3, 5.4

Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Length	2000 words
Due Date	5 July 2024

Submission Method	Online 3 Artefacts are to be submitted. Students will be notified on how to submit their e-portfolio via canvas by the course coordinator. No hard copies will be accepted.
Assessment Criteria	Artefacts and annotations: 1) 3 artefacts have been submitted, for standards 1, 3 and 5. 2) 3 annotations for each artefact have been submitted 3) Each annotation includes a context and outlines clearly how the evidence show achievement of the standard descriptor.
Return Method **Feedback Provided**	Online Online - feedback will be provided
Opportunity to Reattempt	Students WILL NOT be given the opportunity to reattempt this assessment. No reattempt allowed

ADDITIONAL INFORMATION

Grading Scheme	This course is graded as follows:

Grade	Description
Ungraded Pass (UP)	There are no marks associated with this result and you have met the level requirements to pass the course.
Fail (FF)	Failure to satisfactorily achieve assessment objectives or compulsory course requirements. A fail grade may also be awarded following disciplinary action.

Attendance	Attendance/participation will be recorded in the following components: - Lecture (Method of recording: Lecture roll) - 80% attendance is required at lectures. There are 6 compulsory lectures.
Placement Requirements	This is a placement course covered by the Student Placement Policy.
Communication Methods	Communication methods used in this course include: - Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure. In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule.
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the Student Academic Integrity Policy for more information.

Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: 1. the assessment item is a major assessment item; or 2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system; 3. you are requesting a change of placement; or 4. the course has a compulsory attendance requirement. Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure.
Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.