ECST220
Early Childhood Studies II
S1 Day 2013
Institute of Early Childhood

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Unit guide ECST220 Early Childhood Studies II

General Information

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Contact via belinda.davis@mq.edu.au
X5B Room 364

Unit Convenor
Sheila Degotardi
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Contact via sheila.degotardi@mq.edu.au
X5B274

Credit points
3

Prerequisites
ECST100 or ECST110

Corequisites

Co-badged status

Unit description
This unit builds on understandings gained in ECST110. It focuses attention on pedagogical approaches to teaching and learning with children aged birth to three years. The unit introduces students to research relating to how infants and toddlers learn and the impact of childcare on their learning and development. Students will engage in a critical analysis of planning approaches, teaching strategies and assessment techniques that are recommended for infants and toddlers. They will work in groups to plan an effective learning environment for children in this age group.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.

http://unitguides.mq.edu.au/unit_offerings/33960/unit_guide/print
2. demonstrate an understanding of the ways in which different relationships and relationships characteristics are played out in, and impact on, infant-toddler learning and teaching.
3. plan an effective learning environment for infants and toddlers that takes account of research understandings, theoretical approaches and health and safety issues
4. demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning environment</td>
<td>40%</td>
<td>12th June</td>
</tr>
<tr>
<td>Newsletter</td>
<td>30%</td>
<td>25th March</td>
</tr>
<tr>
<td>Quiz</td>
<td>30%</td>
<td>29th April</td>
</tr>
</tbody>
</table>

Learning environment
Due: **12th June**
Weighting: **40%**

Design a learning environment (either indoor or outdoor) for infants and toddlers.

This Assessment Task relates to the following Learning Outcomes:
- plan an effective learning environment for infants and toddlers that takes account of research understandings, theoretical approaches and health and safety issues
- demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Newsletter
Due: **25th March**
Weighting: **30%**

Write a newsletter to parents explaining the important features of an infant-toddler curriculum

This Assessment Task relates to the following Learning Outcomes:
- demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
Quiz

Due: 29th April
Weighting: 30%

Online quiz on module 2 content

This Assessment Task relates to the following Learning Outcomes:

• demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
• demonstrate an understanding of the ways in which different relationships and relationships characteristics are played out in, and impact on, infant-toddler learning and teaching.

Delivery and Resources

TUTORIAL CLASSES AND LECTURES

ECST220 is offered in internal and external mode. Both delivery modes use web-based delivery and face-to-face tutorials.

Lectures: Lectures have been pre-recorded to support the knowledge that is built through readings, tutorial activities and assignment preparation. You will note that they do not occur every week. It is expected that students will have listened to the required lectures before attending the related tutorial.

Internal students: Weekly tutorials are held on Thursdays and Fridays during semester teaching weeks. Internal students must attend at least 80% of the tutorials to be eligible to pass the unit.

External students: There is a one day on-campus sessions for all external students enrolled in this unit which is compulsory. The on-campus date for this semester is scheduled for Wednesday 17th April. It is a requirement to have listened to all lectures and completed all required readings set for the tutorial weeks prior to this on-campus. Please note that non-attendance will lead to exclusion from the Unit. Students who are unable to attend due to illness or other unavoidable disruption will be supported in their application to withdraw without academic penalty.

WORK REQUIREMENTS

ECST 220 is worth three credit points and you would usually be expected to allocate about 9 hours a week in your study for a three credit point unit over 15 weeks. This workload guide gives an indication of the amount of time that would be expected for the various learning tasks for ECST 220.

UNIT WEBSITE AND STAFF CONTACT

The website for this unit, which you can access, using your Macquarie University login details, is available via: http://ilearn.mq.edu.au. This is a password protected website open to both
internal and external students and staff of ECST220. You are encouraged to visit this website regularly (at least weekly) as important information will be posted under “Announcements”. The “General Discussion” component is a useful way to communicate and interact with your fellow students for support. The preferred method of contacting the unit co-ordinator is via this website through the “Dialogue with teaching staff” if you have any queries relating to the unit. Your unit co-ordinator will advise you of their individual times for consultation and availability.

**REQUIRED AND RECOMMENDED TEXTS AND/OR MATERIALS**

**The set texts for this unit is:**


This document has been distributed to all early childhood services throughout Australia. If you don't have a copy it can be downloaded from the DEEWR website.

**E-Reserve Readings**

E-Reserve readings compliment your set readings from the textbook. The ones set for various weeks are listed in Unit schedule. Additional sources will also be available on E-reserve.

**Stimulus articles**

Additional articles will also be made available on the iLearn site. We will use some of these articles for discussion in our tutorials or (for external students) in an online discussion forum. These articles will be short, practical based articles which aim to prompt you to think more deeply about your practice with 0-2 year old children.

**Technology requirements**

You will need regular access to a computer with internet access.

**Unit Schedule**

PLEASE NOTE THAT IT IS EXPECTED THAT YOU COME TO YOUR TUTORIALS HAVING LISTENED TO THE RELEVANT READINGS AND COMPLETED THE SET READINGS.

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture topic &amp; Lecturer</th>
<th>Readings</th>
</tr>
</thead>
</table>

**MODULE 1- INTRODUCTION TO INFANT-TODDLER CURRICULUM AND PEDAGOGY**
<table>
<thead>
<tr>
<th>Week 1</th>
<th>25th February</th>
<th>Online lecture: Introduction to the unit</th>
<th>Text- chapter 1, pp. 1-23.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Sheila Degotardi</em></td>
<td><strong>There are no tutorials in week 1, but please take this time to read the unit guide carefully and get organised for your study</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>4th March</th>
<th>The infant and toddler curriculum</th>
<th>Text: Chapter 4, pp. 94-118</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Sheila Degotardi</em></td>
<td>e-Reserve: Gonzalez-Mena, 2007</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>11th March</th>
<th>Play and exploration for infants and toddlers</th>
<th>Text: Chapter 4, pp. 108-119.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Sheila Degotardi</em></td>
<td>E-reserve: Brock et al, 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>18th March</th>
<th>Interactions with infants and toddlers</th>
<th>Text: Chapter 8, pp. 331-345; Chapter 5, pp. 165-177.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Sheila Degotardi</em></td>
<td></td>
</tr>
</tbody>
</table>

**MODULE 2- BUILDING AND SUSTAINING RELATIONSHIPS**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>25th March</th>
<th>Building relationships with infants and toddlers</th>
<th>Text: Chapter 5, pp. 165-175; Chapter 6, pp. 179-207</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Sheila Degotardi</em></td>
<td>e-Reserve: Degotardi &amp; Pearson (2010)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>1st April</th>
<th>Peer relationships</th>
<th>Text: Chapter 6, pp. 180-227</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><em>Belinda Davis</em></td>
<td>e-Reserve: Wittmer (2008) pp. 5-21</td>
</tr>
</tbody>
</table>
Week 7
8th April
Partnerships with families
*Sandra Cheeseman*

**MODULE 3 - LEARNING ENVIRONMENTS FOR INFANTS AND TODDLERS**

**Week 8**
29th April
**Indoor Environments for Learning**

**No lecture**

Text: Chapter 5, pp. 139-165


E-research: Crowther (2011), chapter 2

**Week 9**
6th May
**Outdoor learning environments**

**No lecture**


**MAY 17TH – 31ST:**

**NO CLASSES ARE HELD DURING WEEKS 10 TO 12 AS MANY STUDENTS ARE COMPLETING ECHP222 PROFESSIONAL EXPERIENCE.**

**Week 13**
3rd June
**Planning for learning- Using the EYLF**

*Sandra Cheeseman*

Text- DEEWR (2009) and Text: Sims and Hutchins, Chapter 4, pp. 79-98, plus relevant sections from the chapter introductions in this Text.

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**Policies and Procedures**

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Special Consideration Policy  http://www.mq.edu.au/policy/docs/special_consideration/policy.html
In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Late assignments

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks = 2 marks) subtracted from your awarded mark.

Requesting an extension

In extenuating circumstances, students may apply to the unit convener for an extension to the assignment due date. Reasons must be documented through the special consideration form accessible through Ask.mq.edu.au and supported (e.g., a doctor’s certificate in the case of illness).

Note that:

• Students MUST communicate with the Unit Convener prior to submitting their request through Ask.mq.edu.au. Please do this via the dialogue communication tool on the iLearn site.
• Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au, plus documentation.
• It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
• In the case of computer malfunctions, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
• Extensions are usually not granted on the due date. Should sudden illness or misadventure prevent you from submitting on the due date, please contact the unit convener immediately.
• Students cannot submit an assignment once assessed work is returned to other students.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/
Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
- demonstrate an understanding of the ways in which different relationships and relationships characteristics are played out in, and impact on, infant-toddler learning and teaching.
• plan an effective learning environment for infants and toddlers that takes account of research understandings, theoretical approaches and health and safety issues
• demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Assessment tasks

• Learning environment
• Newsletter
• Quiz

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

• demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in
order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

**Learning outcomes**

- demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
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**Assessment tasks**

- Learning environment
- Newsletter
- Quiz

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
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Assessment tasks

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

• demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
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