ECED832
Contemporary Approaches to Infant and Toddler Theory and Practice
S2 External 2013

Institute of Early Childhood

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 4
Unit Schedule 6
Policies and Procedures 7
Graduate Capabilities 8

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General Information

Unit convenor and teaching staff
Unit Convenor
Sheila Degotardi
sheila.degotardi@mq.edu.au
Contact via sheila.degotardi@mq.edu.au
X5B274

Credit points
4

Prerequisites
Admission to MEd or MEChild or PGDipEChild or PGCertEChild or PGDipEdS

Corequisites

Co-badged status

Unit description
The recognition of the importance of children's first three years of life has led to an increasing awareness of the specialist nature of infant-toddler educational and family support services. This unit covers contemporary perspectives that can inform programs that aim to support infant-toddler development and learning. Students will build on prior knowledge about children's learning and development to critically reflect on research-based literature and examine its relevance in a range of infant-toddler programs including child and family support programs and early intervention services. Students will design and implement an inquiry-based project to deepen their understanding of the applicability of this knowledge.

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 advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.

2. Identify the implications of these approaches for specialised infant-toddler services and practitioners.

3. Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
4. Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Journal</td>
<td>20%</td>
<td>11 Aug; 25 Aug; 15 Sept</td>
</tr>
<tr>
<td>Project proposal</td>
<td>30%</td>
<td>27 Sept</td>
</tr>
<tr>
<td>Project progress report</td>
<td>20%</td>
<td>3a) 2 Nov; 3b) 3 Nov</td>
</tr>
<tr>
<td>Project Final report</td>
<td>30%</td>
<td>27 Sept</td>
</tr>
</tbody>
</table>

**Reading Journal**

Due: 11 Aug; 25 Aug; 15 Sept  
Weighting: 20%

Assignment 1: Three x 500-600 word critical reflections on prescribed readings

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

**Project proposal**

Due: 27 Sept  
Weighting: 30%

Assignment 2: Personal inquiry Project rational and proposed methodology.

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.
Project progress report

Due: 3a) 2 Nov; 3b) 3 Nov
Weighting: 20%

3a) 15 minute powerpoint presentation
3b) Provision of peer feedback

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others' learning by providing and responding to supportive, informed and reflective feedback.

Project Final report

Due: 27 Sept
Weighting: 30%

Critical analysis and discussion of project findings

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others' learning by providing and responding to supportive, informed and reflective feedback.

Delivery and Resources

**ECED832 is delivered as in External Mode.**

The unit content, delivered via unit readings and assignment tasks is supported by:

Individual consultations with the unit convener

http://unitguides.mq.edu.au/2013/unit_offerings/ECED832/S2%20External/print
A face-to-face or online consultation day (28\textsuperscript{th} September), and
A compulsory on-campus session (2\textsuperscript{nd} November).

\textbf{Unit web-page}

There is a website for this unit. Access to this unit is available online through \textbf{iLearn (ilearn.mq.edu.au)}. You will need to login using your Macquarie ID. This site is an essential unit resource. \textbf{You are required to check this website at least twice per week} for any announcements. In addition, it has the following features and functions:

\textit{Study and assignment resources}

\textit{Assignment submission links:} For you to submit your assignment work

\textit{Dialogue:} for private messages to peers and teaching staff.

\textbf{ON CAMPUS SESSIONS} There are two on-campus days provided to support your learning:

\textbf{A consultation day} to discuss issues related to your inquiry project will be held on Saturday 28\textsuperscript{th} September. Students must choose from the following engagement options:

\begin{itemize}
  \item \textbf{Option 1} Attend for a morning seminar during which you will discuss your planned project with the unit convener and your peers, OR
  \item \textbf{Option 2} Arrange a phone or Skype consultation with the convener, during which we will discuss your project.
\end{itemize}

While physical attendance at the consultation day is not compulsory, students must ensure that they are available during that whole day so that a consultation can be arranged.

\textbf{A compulsory on-campus day} will be held on Saturday 2\textsuperscript{nd} November, during which you will present your Assignment 3 report and provide verbal and written feedback to your peers. The convener will be available for individual consultations during this time. Students must be available on this day, or risk forfeiting assignment 3 marks. \textbf{Please contact the convener before census date if you foresee any difficulties.}

\textbf{Study Resources}

There is no required text for this unit. Instead, you will be provided with some research-based literature for weeks 1 to 8, and are then expected to source your own literature to assist with the completion of your assignments.
## Unit Schedule

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1. 29th July</td>
<td>Conceptualisations of ‘quality’ in infant-toddler early childhood programs</td>
</tr>
<tr>
<td>2. 5th Aug</td>
<td>Challenges and debates</td>
</tr>
<tr>
<td>3. 12th Aug</td>
<td>Conceptualising curriculum 1: Play and exploration</td>
</tr>
<tr>
<td>4. 19th Aug</td>
<td>Conceptualising curriculum 2: Routines, rituals and interactions</td>
</tr>
<tr>
<td>5. 26th Aug</td>
<td>Relationship-based pedagogy 1</td>
</tr>
<tr>
<td>6. 2nd Sept</td>
<td>Relationship-based pedagogy 2</td>
</tr>
<tr>
<td>7. 9th Sept</td>
<td>Professionalism and professionalisation</td>
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</tbody>
</table>

**CONSULTATION DAY: 28TH SEPTEMBER**

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<tr>
<th>Week 8. 30th Sept thru week 12. 28th Oct</th>
<th>Project implementation</th>
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</thead>
</table>

**COMPULSORY ON-CAMPUS DAY: Saturday 2ND NOVEMBER**

<table>
<thead>
<tr>
<th>13. 4th Nov</th>
<th>Project completion</th>
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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](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.

Extension requests

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.
- Extension 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.
- 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/](http://students.mq.edu.au/support/)
UniWISE provides:

- Online learning resources and academic skills workshops
  http://www.students.mq.edu.au/support/learning_skills/
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university’s IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities

PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.

Assessment tasks

- Reading Journal
- Project proposal
PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

**Assessment tasks**

- Reading Journal
- Project proposal
- Project progress report
- Project Final report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

**Learning outcomes**

- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.
Assessment tasks

• Reading Journal
• Project proposal
• Project progress report
• Project Final report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcome

• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.

Assessment tasks

• Project proposal
• Project progress report
• Project Final report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.
Assessment tasks

- Project proposal
- Project progress report
- Project Final report

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

Assessment tasks

- Reading Journal
- Project progress report