# ECED732

## Contemporary Approaches to Infant and Toddler Theory and Practice

S1 External 2015

*Institute of Early Childhood*

# Contents

# General Information

Unit convenor and teaching staff
Senior lecturer
Sheila Degotardi
sheila.degotardi@mq.edu.au
Contact via Via iLearn dialogue
X5B274
by appointment

Credit points
4

Prerequisites
Admission to MRes

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 care services. This unit allows students to develop advanced knowledge about the evidence base and contemporary perspectives that inform infant-toddler early education programs. Students will deepen their understanding of children's learning and development through a critical analysis of relevant research-based and pedagogical literature. As this unit is designed for students who are interested in higher degree research, students will also critically appraise the methodological approaches that have been used by researchers to address a chosen topic pertinent to infant-toddler education and will derive implications for future research in their area of interest.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

# Learning Outcomes

On successful completion of this unit, you will be able to:

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

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

practitioners and for future research in this field.

Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest

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

Demonstrate on-going, critical and reflective engagement with the unit content.

# General Assessment Information

## Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instruuctions are provided on the iLearn site.

## Presentation and submission Guidelines

All assessments (with the exception of assignments 3a and b) will be submitted via the identified link on the ECED832/732 iLearn site. The submission is via TURNITIN, which permits online assessment as well as the detection of material copied from other sources. Please ensure that all material is written and referenced according to standard academic conventions.

With the exception of assignment 3a, assignments are due **before midnight on the specified date.**

**IT IS YOUR RESPONSIBILITY TO CHECK THAT YOUR SUBMISSION HAS BEEN SUCCESSFUL AND TAKE ANY MEASURES TO ENSURE THAT YOUR ASSIGNMENT HAS BEEN SUBMITTED TO THE TURNITIN SITE BY THE DUE TIME AND DATE. YOU MUST ALLOW SUFFICIENT TIME FOR YOUR ONLINE SUBMISSION TO BE PROCESSED, AS LATE SUBMISSIONS DUE TO LAST MINUTE TECHNICAL DIFFICULTIES WILL INCUR LATENESS PENALTIES.**

## When preparing your assignments, it is essential that you note that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the unit has been received;

- Assignment marks will be deducted if you submit your assignment late (refer to the 'late assignments' section below for more details);

- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.

- All failing assignments will be double marked when the failure is due to unsatisfactory content.  Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked;

For each assignment, the online submission instructions page will ask you to acknowledge that you have complied with the academic honesty declarations as required by Macquarie University and the Faculty of Human Sciences. By submitting your assignment electronically, you are declaring that you have read and agreed to the statements on this declaration.

## All written submissions are to be legible and professionally presented. Please follow the guidelines below:

- Please type all assignments using *12 point font* and *1.5 or double-space* the lines.

- Allow a right-hand margin of *at least 4cm* in all assignments. This allows us to attach electronic comments, and you to read your feedback comments easily.

- Use APA referencing style to acknowledge your sources and support your ideas with in-text referencing (See IEC referencing guide for more information).

- Include a full reference list of all works that are cited within your assignment

## 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.

## 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.

## Assignment Resubmission

Resubmission of an unsatisfactory assignment is not permitted in this unit.

## Referencing your sources

The Institute of Early Childhood requires that students use the APA 6th edition referencing style in all assignments. As a Masters level unit, correct referencing is expected, and marks will be deducted for pervasive errors. The IEC referencing guide attached to the unit iLearn site, and the library has links to APA referencing guides.

## Academic honesty and plagiarism

Macquarie University has high standards in regards to the academic honesty of both staff and students. In particular, students are advised to ensure that the work that they submit is solely their own, and that supporting material is clearly and correctly referenced.

The University defines plagiarism as follows*: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts*:

a) copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins b) using or extracting another person's concepts, experimental results, or conclusions c) summarising another person's work without correctly referencing its source d) submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work e) use of others (paid or otherwise) to conceive, research or write material submitted for assessment f) submitting the same or substantially the same piece of work for two different tasks (self-plagiarism)." (Glossary; www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism is considered a serious offence at IEC and across the University, and carries significant penalties. Students must consult the full university policy on academic honesty, which is available at **http://www.mq.edu.au/policy/docs/academic_honesty/policy.html**

IEC has an APA referencing guide which outlines information on plagiarism and how to avoid it. It is attached to the unit website.

## Assessment Tasks

| Name | Weighting | Due |
| --- | --- | --- |
| Reading journal | 20% | 8th, 22nd March & 12th April |
| Individual project proposal | 30% | 25th April |
| Project progress report | 15% | 30th May |

| Name | Weighting | Due |
|---|---|---|
| Project peer feedback | 5% | 31st May |
| Project final report | 30% | 12th June |

# Reading journal

Due: **8th, 22nd March & 12th April**
Weighting: **20%**

3 x 600 word critical analyses of required readings

On successful completion you will be able to:
- Demonstrate an advanced and critical understanding of the range of philosophical, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.
- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest
- Demonstrate on-going, critical and reflective engagement with the unit content.

# Individual project proposal

Due: **25th April**
Weighting: **30%**

1250 word project rational and proposed methodology.

On successful completion you will be able to:
- Demonstrate an advanced and critical understanding of the range of philosophical, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.
- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate on-going, critical and reflective engagement with the unit content.

# Project progress report

Due: **30th May**

Weighting: **15%**

10  minute powerpoint presentation detailing project progress, emerging findings and implications

On successful completion you will be able to:
- Demonstrate an advanced and critical understanding of the range of philosophical, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate on-going, critical and reflective engagement with the unit content.

# Project peer feedback

Due: **31st May**
Weighting: **5%**

Provision of written feedback to peer on their project presentation

On successful completion you will be able to:
- Demonstrate an advanced and critical understanding of the range of philosophical, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate on-going, critical and reflective engagement with the unit content.

# Project final report

Due: **12th June**
Weighting: **30%**

1750-2000 word report: Analysis and critical discussion of project findings

On successful completion you will be able to:
- Demonstrate an advanced and critical understanding of the range of philosophical, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.

- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate on-going, critical and reflective engagement with the unit content.

# Delivery and Resources

## ECED872 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

Consultation day - at a time negotiated with the convener and other ECED732 students, and

Compulsory on-campus session 2 - 30th May.

## There are two on-campus days provided to support your learning:

*A consultation day* to discuss issues related to your inquiry project will be held at a time negotiated with the unit convener and the other ECED732 students. This will occur on or around the 18th April.

*A compulsory on-campus day* will be held on **Saturday 30th May**, during which you will present your Assignment 3 progress 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.

**Please contact the convener before census date if you foresee any difficulties with either of these on-campus sessions.**

Allocation of student time to this unit

ECED 732 is worth four credit points and you would usually be expected to allocate about 12 hours a week in study for a four credit point unit over 15 weeks. This would be a total of 180 hours over the semester. The guide outlined below provides an indication of the time spent on learning experiences.

| Learning Experience | Approximate time per relevant week | Estimated time over the semester |
|---|---|---|
| Orientation to the unit | 2 x 1 week | 2 hours |
| Weekly prescribed readings | 8 x 3 hours | 24 hours |

| On-campus engagement | 2 x 3 hour seminars plus 2x 3 hour library research and consultation time | 12 hours |
|---|---|---|
| Assignment 1 | 3 x 6 hours | 18 hours |
| Assignment 2 | 24 hours | 24 hours |
| Assignment 3 | 8 hours | 8 hours |
| Assignment 4 | Data collection and analysis – 4 x 6 hours | 24 hours |
| | Final report | 24 hours |

This estimate is based on average student performance. You may choose to spend more time on the unit, particularly if you are attempting to achieve high grades or if you encounter problems in understanding the material or meeting unit requirements.

# Unit web-page

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

*Study and assignment resources*

*Assignment submission links*: For you to submit your assignment work

*Dialogue:* for private messages to peers and teaching staff.

Please note that I will respond to dialogue emails in a timely manner. Please be aware that I have multiple teaching, research and administrative commitments so it may take me a couple of days to respond. It is unrealistic to expect me to respond after work hours or during weekend.

# Study Resources

There is no required text for this unit. Instead, you will be provided with some research-based literature for weeks 1 to 7, and are then expected to source your own literature to assist with the completion of your assignments.

The required readings are listed in the Weekly content section of this Unit Guide. Information about how to find these readings will be provided in the study resources section of the iLearn site.

**Recommended text (available from the co-op bookshop):**

Degotardi, S., & Pearson, E (2014). *The relationship worlds of infants and toddlers: Multiple perspectives from early years research and practice.* Maidenhead, UK: Open University Press.

There are also many pedagogical or development books about infant and toddlers in the library. The following list contains some research-based literature that pertains specifically to infant-

toddler curriculum, pedagogy and development.

### *Research-based books*

Abbott, L., & Langston, A. (2002) *Birth to three matters: A framework to support children in their earliest years.* London, DfES/Surestart.

Berthelsen, D., Brownlee, J. & Johansson, E. (Eds.) (2009) *Participatory learning in the early years: Research and pedagogy,* Oxon, UK, Routledge.

Elfer, P., Goldschmied, E., & Selleck, D. (2003). *Key persons in the nursery: Building relationships for quality provision*. London: David Fulton Publishers.

Gandini, L. & Edwards, C. P. (2001) *Bambini: The Italian approach to infant/toddler care,* New York, Teachers College Press.

Goouch, K., & Powell, S. (2013). The baby room: Principles, policy and practice. Maidenhead, UK: Open University Press

Gopnik, A. (2009) *The philosophical baby,* New York, NY, Farra, Straus and Giroux.

Johansson, E., & White, E.J (2011). Educational research with our youngest: Voices of infants and toddlers. Dordrecht: Springer

Lamb, M. E., Bornstein, M. & Teti, D. M. (2002) *Development in infancy,* Mahwah, N.J, Erlbaum.

Nelson, K. (2007) *Young minds in social worlds: Experience, meaning, and memory* Cambridge, MA, Harvard University Press.

Rochat, P. (2001) *The infant's world,* Cambridge, MA, Harvard University Press.

Harrison, L., & Sumsion, J. (2014*). Lived spaces of infant-toddler education and care: exploring diverse perspectives on theory, research and practice.* Dordrecht, The Nederlands: Springer.

Wittmer, D. (2008) *Focusing on peers: The importance of relationships in the early years,* Washington, DC, Zero to Three.

### *Some suggested book chapters (although see above for edited books in infant-toddler ECEC):*

Brooker, L. (2009) Just like having a best friend: How babies and toddlers construct relationships with their key workers in nurseries. In Papatheodorou, T. & Moyles, J. (Eds.) *Learning together in the early years: Exploring relational pedagogy.* Oxon, UK, Routledge.

Degotardi, S. (2015) Expressing, interpreting and exchanging perspectives during infant-toddler social interactions: The significance of acting with others in mind. In L. Harrison and J Sumsion (Eds). *Lived spaces of infant-toddler education and care: exploring diverse perspectives on theory, research and practice, pp187-199..* Dordrecht, The Nederlands: Springer.

Degotardi, S. & Pearson, E. (2010) Knowing me, knowing you: The relationship dynamics of infant play. In Ebbeck, M. & Waniganayake, M. (Eds.) *Play in early childhood education: Learning in diverse contexts* Melbourne, Oxford University Press.

Degotardi, S., Semann, A. & Shepherd, W. (2012 ) Using practitioner inquiry to promote

reflexivity and change in early childhood programs. In Whiteman, P. & De Gioia, K. (Eds.) *Children and Childhoods.* Newcastle, England, Cambridge Scholars Publishing.

Hay, D. F., Caplan, M. & Nash, A. (2009). The beginnings of peer relations. In Rubin, K. H., Bukowski, W. M. & Laurson, B. (Eds.) *Handbook of peer interactions, relationships, and groups.* New York, The Guilford Press.

Singer, E. & De Haan, D. (2007) Social life of young children: Co-contruction of shared meanings and togetherness, humour, and conflicts in child care centres. In Spodek, B. & Saracho, O. N. (Eds.) *Contemporary perspectives on research in early childhood social learning.* Charlotte, N.C., Information Age Publishers.

***Journal Special Issues***

Early Years: An International Research Journal, 32 (2): Special issue: Professional issues in work with babies and toddlers

European Early Childhood Education Research Journal, 19 (2): Special Issue – Birth to three

International Journal of Early Childhood, 10 (1): Special issue on children under 3

# Unit Schedule

## WEEKLY CONTENT

| Week beginning | Topic | Prescribed readings |
|---|---|---|
| 1. 23rd Feb | Conceptualisations of 'quality' in infant-toddler early childhood programs | ***Read at least 3 from:***<br><br>Brownlee, J., Berthelsen, D., & Segaran, N. (2009). Childcare workers' and centre directors' beliefs about infant childcare quality and professional training. *Early Child Development and Care, 179*(4), 453-475.<br><br>Dalli, C (2014): *Quality for babies and toddlers in early years settings.* TACTYC Occassional Paper 4: http://tactyc.org.uk/wp-content/uploads/2014/04/Occ-Paper-4-Prof-Carmen-Dalli.pdf<br><br>Degotardi, S. & Pearson, (2014). The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice (Chapter 1) . Maidenhead, Open University Press.<br><br>Goelman, H., Forer, B., Kershaw, P., Doherty, G., Lero, D., & LaGrange, A. (2006). Towards a predictive model of quality in Canadian child care centers. *Early Childhood Research Quarterly, 21*(3), 280-295. doi: http://dx.doi.org/10.1016/j.ecresq.2006.07.005<br><br>Tran, H., & Weinraub, M. (2006). Child care effects in context: Quality, stability, and multiplicity in non-maternal child care arrangements during the first 15 months of life. *Developmental Psychology, 42*, 566-682.<br><br>Thomason, S. A., & La Paro, K. (2009). Measuring the quality of teacher-child interactions in toddler child care. *Early Education and Development, 20*, 285-304. doi: 10.1080=10409280902773351<br><br>Vandell, D., Belsky, J., Burchinal, M., Steinberg, L., & Vandergrift. (2010). Do effects of early child care extend to age 15 years? results from the NICHD study of child care and youth development. *Child Development, 81*(3), 737-756. doi: 10.1111/j.1467-8624.2010.01431.x |

| 2.<br><br>2ⁿᵈ Mar | Challenges and debates | ***Read at least 3 from:***<br><br>Degotardi, S. & Pearson, (2014). The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice (Chapter 2). Maidenhead, Open University Press.<br><br>Manning-Morton, J. (2006) The personal is professional: Professionalism and the birth to threes practitioner. *Contemporary Issues in Early Childhood,* 7**,** 42-52.<br><br>Rayna, S. & Laevers, F. (2011) Understanding children from 0-3 years of age and its implications for education. What's new on the babies' side? Origins and evolutions. *European Early Childhood Education Research Journal,* 19**,** 161-172.<br><br>Rockel, J. (2009) A pedagogy of care: Moving beyond the margins of managing work and minding babies. *Australasian Journal of Early Childhood,* 34**,** 1-8.<br><br>Clark, R. M. & Baylis, S. (2012) 'Wasted down there': Policy and practice with the under-threes. *Early Years: Journal of International Research and Development,* 32**,** 229-242.<br><br>Degotardi, S. & Pearson, (2014). The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice (Chapter 2) . Maidenhead, Open University Press. |
|---|---|---|

**Reading journal entry 1 due Sunday 8ᵗʰ March**

| 3.<br><br>9ᵗʰ Mar | Conceptualising curriculum 1: Play and exploration | ***Read at least 3 from:***<br><br>Degotardi, S. (2014) Expressing, interpreting and exchanging perspectives during infant-toddler social interactions: The significance of acting with others in mind. In L. Harrison and J Sumsion (Eds). *Lived spaces of infant-toddler education and care: exploring diverse perspectives on theory, research and practice, pp187-199..* Dordrecht, The Nederlands: Springer.<br><br>Degotardi, S. & Pearson, E. (2010) Knowing me, knowing you: The relationship dynamics of infant play. In Ebbeck, M. & Waniganayake, M. (Eds.) *Play in early childhood education: Learning in diverse contexts* Melbourne, Oxford University Press.<br><br>Loizou, E. (2007) Humour: A different type of play. *European Early Childhood Education Research Journal,* 13**,** 97-109.<br><br>Shin, M. (2012) The role of joint attention in social communication and play among infants. *Journal of Early Childhood Research,* 10**,** 309-317.<br><br>Stephenson, A. (2011). Mac: A contributor to the curriculum. *The first years, Nga Tau Tuatahi: New Zealand Journal of Infant and Toddler Education, 1*(2), 11-14 |
|---|---|---|

| 4. 16th Mar | Conceptualising curriculum 2: Routines, rituals and interactions | ***Read at least 3 from:***<br><br>Albon, G., & Barnes, J. (2009). Investigating sleep routines in early childhood care and education centres. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education, 11*(1), 16-18<br><br>Degotardi, S. (2013). I think – I can: Acknowledging and supporting agency during infant-educator play. In O.F. Lillmyr, S. Dockett, & B. Perry (Eds.) Varied perspectives of play and learning: Theory and research on early years' education, pp. 75-90.<br><br>Degotardi, S. (2010). High-quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine contexts. *International Journal of Early Years Education, 18*(1), 27-41.<br><br>Girolametto, L., Weitzman, E., van Lieshout, R., & Dawna, D. (2000). Directiveness in teachers' language input to toddlers and preschoolers in day care. *Journal of Speech, Language and Hearing Research, 43*, 1101-1114.<br><br>Kultti, A., & Pramling, N. (2015). Limes and lemons: Teaching and learning in preschool as the coordination of perspectives and sensory modalities. *International Journal of Early Childhood*, 1-13. doi: 10.1007/s13158-015-0130-4<br><br>Pavia, L. S., & Da Ros, D. (1997). Infants and toddlers: Choice: A powerful tools in caring for toddlers. *Early Childhood Education Journal, 25*(1), 67-69. |

**Reading journal entry 2 due Sunday 22nd March**

| 5. 23rd Mar | Relationship-based pedagogy 1 | ***Read at least 6 from:***<br><br>Dalli, C., & Doyle, K. (2011). Eyes wide open: How teachers of infants and toddlers recognise learning. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education,* 13 (2)**,** 15-18.<br><br>Degotardi, S. & Pearson, (2014). The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice (Chapter 3, 4, 5 or 6 – up to p.81) . Maidenhead, Open University Press.<br><br>Degotardi, S., & Pearson, E. (2008). Relationship theory in the nursery: Attachment and beyond. *Contemporary Issues in Early Childhood, 10*(2), 144-145.<br><br>Elfer, P. (2006) Exploring children's expressions of attachment in nursery. *European Early Childhood Education Research Journal,* 14**,** 81-95. |
| 6. 30th Mar | Relationship-based pedagogy 2 | Lee, S. Y. (2006). A journey to a close, secure, and synchronous relationship. Infant-caregiver relationship development in a childcare context. *Journal of Early Childhood Research, 4*(2), 133-151.<br><br>Lokken, G. (2000). Tracing the social style of toddler peers. *Scandinavian Journal of Educational Research, 44*(2), 163-176.<br><br>McGaha, C. G., Cummings, R., Lippard, B. & Dallas, K. (2012) Relationship building: infants, toddlers, and 2-year-olds. *Early Childhood Research & Practice, 13(1).*<br><br>Shin, M. (2010). Peeking at the relationship world of infant friends and caregivers. *Journal of early childhood research, 8*(3), 294-302. doi: 10.1177/1476718X10366777<br><br>Williams, S. T., Mastergeorge, A. M. & Ontai, L. L. (2010) Caregiver involvement in infant peer interactions: Scaffolding in a social context. *Early Childhood Research Quarterly,* 25**,** 251-266. |

| Week 1 of mid - session recess 6th Apr | Professionalism and professionalisation | ***Read at least 3 from:*** |
|---|---|---|
| | | Degotardi, S., & Pearson, E (2014), *The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice (Chapter 6, pp.81-end or Chapter 7)* . Maidenhead, Open University Press. |
| | | Elfer, P. (2012). Emotion in nursery work: Work discussion as a model of critical professional reflection. *Early Years: An International Journal of Research and Development, 32*(2), 129-141. doi: 10.1080/09575146.2012.697877 |
| | | Insley, K., & Lucas, S. (2009). Making the most of the relationship between two adults to impact on early childhood pedagogy: Raising standards and narrowing attainment. In T. Papatheodorou & J. Moyles (Eds.), *Learning together in the early years: Exploring relational pedagogy* (pp. 157-168). London, UK: Routledge. |
| | | Macfarlane, K., Noble, K., & Cartmel, J. (2004). Pedagogy in the nursery: Establishing practitioner partnerships in high-quality long day care programs. *Australian Journal of Early Childhood, 29*(4), 38-43. |
| | | Recchia, S. L., & Loizou, E. (2002). Becoming an infant caregiver: Three profiles of personal and professional growth. *Journal of Research in Childhood Education, 16*(2), 133-147. |
| | | Tomlin, A. M., Sturm, L., & Koch, S. M. (2009). Observe, listen, wonder, and respond: A preliminary exploration of reflective function skills in early care providers. *Infant mental Health Journal, 30*(6), 634-647. |
| | | Virmani, E. A., & Ontai, L. L. (2010). Supervision and training in child care: Does reflective supervision foster caregiver insightfulness? *Infant Mental Health Journal, 31*(1), 16-32. doi: 10.1002/imhj.20240 |

**Reading journal entry 3 due Sunday 12th April**

| **6th – 19th April** | **Mid session recess: assignment 2 preparation** |
|---|---|

CONSULTATION DAY: 18th April

| 1. 20th April | Assignment 2 completion |
|---|---|

**Assignment 2 due Saturday 25TH April**

| 8. 27th April | |
|---|---|
| 9. 4th May | **Project implementation** |
| 10. 11th May | |
| 11. 18th May | |
| 12. 25th May | |

**COMPULSORY ON-CAMPUS DAY: Saturday 30th May**

**Assignment 3a presentation due Saturday 30th May**

| | | |
|---|---|---|
| <u>**Assignment 3b due Sunday 31st May**</u> | | |
| 13. 1st June | **Project completion** | |
| <u>**Assignment 4 due Sunday 12th June**</u> | | |
| | | |

# Policies and Procedures

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

Academic Honesty Policy <u>http://mq.edu.au/policy/docs/academic_honesty/policy.html</u>

Assessment Policy <u>http://mq.edu.au/policy/docs/assessment/policy.html</u>

Grading Policy <u>http://mq.edu.au/policy/docs/grading/policy.html</u>

Grade Appeal Policy <u>http://mq.edu.au/policy/docs/gradeappeal/policy.html</u>

Grievance Management Policy <u>http://mq.edu.au/policy/docs/grievance_management/policy.html</u>

Disruption to Studies Policy <u>http://www.mq.edu.au/policy/docs/disruption_studies/policy.html</u> *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the <u>Learning and Teaching Category</u> of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <u>https://students.mq.edu.au/support/student_conduct/</u>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in <u>eStudent</u>. For more information visit <u>ask.mq.edu.au</u>.

# Student Support

Macquarie University provides a range of support services for students. For details, visit <u>http://students.mq.edu.au/support/</u>

## Learning Skills

Learning Skills (<u>mq.edu.au/learningskills</u>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and 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.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](#)

## IT Help

For help with University computer systems and technology, visit [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.

# Graduate Capabilities

## 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, theoretical and empirical approaches that inform infant-toddler services.

- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.

- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest

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

- Demonstrate on-going, critical and reflective engagement with the unit content.

### Assessment tasks

- Reading journal

- Individual project proposal

- Project progress report

- Project peer feedback

- Project final report

# 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, theoretical and empirical approaches that inform infant-toddler services.

- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.

- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest

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

## Assessment tasks

- Reading journal

- Individual project proposal

- Project progress report

- Project final report

# 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, theoretical and empirical approaches that inform infant-toddler services.

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

practitioners and for future research in this field.

- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest

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

## Assessment tasks

- Reading journal
- Individual 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 outcomes

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

- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.

- Demonstrate the ability to source, evaluate and critically analyse academic sources related to a topic of interest

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

## Assessment tasks

- Individual 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

- Demonstrate an advanced and critical understanding of the range of philosophical, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate on-going, critical and reflective engagement with the unit content.

## Assessment tasks

- Reading journal
- Individual project proposal
- Project progress report
- Project peer feedback
- 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, theoretical and empirical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners and for future research in this field.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate on-going, critical and reflective engagement with the unit content.

## Assessment tasks

- Individual project proposal
- Project progress report
- Project peer feedback

- Project final report