ECST220

Early Childhood Studies II

S1 External 2016

Institute of Early Childhood

Contents

Disclaimer

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General Information

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

Credit points
3

Prerequisites
(ECST100 or ECST110) and ECH113

Corequisites

Co-badged status

Unit description
This unit focuses attention on curriculum and pedagogical approaches to teaching and learning with children from birth to two years. The unit introduces students to research relating to how infants and toddlers learn and the role of intentional teaching in promoting learning and development. Students will engage in a critical analysis of curriculum approaches, relationship-based teaching and learning, and environmental contexts that are recommended for infants and toddlers. The unit will culminate in the planning and documentation of 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 https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

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.

Draw on contemporary literature to demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

General Assessment Information

Full instructions for each assignment, including the assessment criteria can be found in the Assignment and Assessment guide attached to the ECST220 iLearn site.

EXPECTED ACADEMIC LITERACY LEVEL

As a 200-level unit, students are expected to demonstrate a functional level of academic literacy in their assignment work. The expectation levels are listed below. Student's whose work does not meet these standards are at risk of failing the unit.

Students will receive feedback on their demonstrated level of academic literacy in assignment 1. Students who do not meet the minimum level in assignment 2 will have their work returned, unmarked. These students will have the opportunity to re-submit within a designated time frame, for a maximum grade of 50% for that assignment. Any further work that does not meet these minimum standards in any area will be awarded a maximum grade of 45%.

Note that work that breaches the Macquarie University academic honesty policy (see Academic honesty and plagiarism section below) will attract significant deductions in marks and may, in some cases, be referred to the IEC Academic honesty committee for consideration. Penalties may apply beyond those specified above.

Key academic literacy skill	Expected level of performance
Assignments are correctly formatted and are submitted as per instructions in the Unit Guide.	The assignment meets unit expectations in regards to the required formatting and submission of the work.
Assignment requirements are addressed using a satisfactory level of academic written expression, appropriate to the genre of the assignment.	Each required part of the assignment has been addressed. The assignment is generally well structured, demonstrating logically organised ideas and concepts. There may be minor spelling or grammatical errors which make the meaning unclear in small portions of the assignment. The assignment complies with the specified word limit.
Unit readings and other appropriate academic sources are used to support the views expressed in assignments	Academic sources, as required in this assignment, have been used to support the ideas expressed in the work. The assignment shows an ability to identify the key arguments in the required readings and relate this to the topic in question.

APA 6th referencing style is used to correctly acknowledge sources through in-text citations and a reference list.	A consistent effort has been made to use the APA 6th referencing and citation style. There may be a few style errors and/or some inconsistencies that will need to be addressed in future assignments.
	All consulted sources have been acknowledged through in-text citations and included in the reference list.
	Quoted material has been appropriately represented in quotation marks, with in-text citations to correctly identify the source.

PRESENTATION AND SUBMISSION GUIDELINES

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;
- Assignments will not necessarily be marked by your tutor.

Assignment presentation

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

- All assignments must include the academic honesty declaration as required by all Macquarie University students.
- Assignments must represent the student's individual work (see Academic Honesty section below).
- Please type all assignments using *12 point font* and *1.5 or double-space* the lines. Save your file in .doc, .docx or pdf format.
- Allow a left and right-hand margin of *at least 3cm* in all assignments. This allows us to attach, and you to read your feedback comments easily.
- Use APA 6th 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.

Assignment submission

Information about how to submit each piece of assessment is included with the assignment

instructions. Please read these instructions carefully.

Word limit

All sections of the assignment, apart from references and appendices, are included in the word limit. If your assignment seriously exceeds the word limit, it will be marked only to the point at which the word limit is reached.

Work awarded fail

All assignments awarded a grade of "fail" will be checked by a second marker for accuracy, however you may not receive feedback from the second marker. **Please note that, with the exception of the academic literacy provisions explained above, there are no resubmissions in this unit.**

Academic honesty and plagiarism

You should be aware that there are rules governing good practice and acceptable academic procedures. One of the most important elements of good practice involves carefully acknowledging the people whose ideas we have used, borrowed or developed, precisely because all scholarly work depends in one way or another on the work of others.

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. If you take and use the work of another person without clearly stating or acknowledging your source, you are falsely claiming that material as your own work. You are then committing an act of plagiarism which is a very serious violation of academic honesty and an offence for which you will be penalised. Remember plagiarism is cheating.

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)." (Definitions; www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism also includes the re-submission of work which has been assessed. That is, you must never use assessed work from one unit in another unit, nor in the same unit if, for any reason, you are repeating the unit.

- The recommended Perrin text provides a comprehensive APA referencing guide
- The Academic Honesty Handbook is attached to your iLearn site
- The Learning Skills unit also has an iLearn site with information and practical exercises r

elating to academic honesty – HIGHLY RECOMMENDED

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**

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 Disruption to Study 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. Ensure that you back up your work regularly and print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on or after 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.

Your final grade for ECST220

Your final grade and mark for ECST220 is determined based on your performance, as compared to the Macquarie University grade descriptors listed here. Please note that your final mark may be scaled to reflect your overall level of performance, and therefore may not necessarily be a raw sum of the marks of your assignments.

Assessment Tasks

Name	Weighting	Due
Professional Reflection 1	15%	13th March
Family Information Sheet	30%	10th April
Professional Reflection 2	10%	27th May
Learning Environment	45%	15th June

Professional Reflection 1

Due: **13th March**
Weighting: **15%**

Write a professional reflection based on an a quality feature chosen from the video-link provided.

On successful completion you will be able to:

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

Family Information Sheet

Due: **10th April**
Weighting: **30%**

Construct a newsletter item that explains to parents to importance of one kind of curriculum experience for the learning and development of 0-2 year old children.

On successful completion you will be able to:

- Demonstrate an understanding of theoretical and pedagogical ideas relating to the learning and teaching of infants and toddlers in early childhood settings.
- Draw on contemporary literature to demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Professional Reflection 2

Due: **27th May**
Weighting: **10%**

Identify and communicate your beliefs about what an infant-toddler learning environment should provide for the children, parents and educators.

On successful completion you will be able to:
- 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.
- Draw on contemporary literature to demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Learning Environment

Due: **15th June**
Weighting: **45%**

 Design a learning environment for children under two.

On successful completion you will be able to:
- 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.
- Draw on contemporary literature to demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Delivery and Resources

TUTORIAL CLASSES AND LECTURES

ECST220 is offered in external mode which involves web-based delivery and compulsory face-to-face on-campus sessions.

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 listed to the required lectures before attending the related on-campus session.

On Campus sessions: There are **two compulsory** on-campus days . These on-campus dates are **Saturday 2nd April and Saturday 21st May**. It is a requirement to have listened to all lectures and completed all required readings set for the tutorial weeks prior to each on-campus day. Please note that **non-attendance will lead to unit failure due to having not met unit**

expectations. 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.

Learning Experience	Estimated time over the semester	Description
Lectures	9 hours	Listening to and viewing lectures
Preparation and reading	20 hours (allow 2 hrs per teaching week)	Accessing and reading set materials.
Tutorials	18 hours	On-campus attendance plus ongoing self study
Assignment 1	6 hours	Professional Reflection 1
Assignment 2	20 hours	Parent presentation on a chosen aspect of an infant-toddler curriculum
Assignment 3	6 hours	Professional reflection 2
Assignment 4	30 hours	Design a learning environment

Note that this is an approximation only, and some students may require to invest more time in order to successfully complete the unit. Note also, that a time allowance has been made to reflect the fact that many students will be completing ECHP222 at the same time as this unit.

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 expected 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 convener is via this website through the "Dialogue with teaching staff" if you have any queries relating to the unit. Your unit convener will advise you of their individual times for consultation and availability.

REQUIRED READINGS

Required text:

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.

Recommended text

Perrin, R (2015). Pocket guide to APA style. Australia: Wadsworth Learning.

Both are available from the Co-op Bookshop

Other required readings

The unit is supported by a list of pdf readings that are located by typing 'ECST220' into the Multisearch function on the Library Homepage. Weekly readings, as specified in the weekly unit content section of this unit guide can then be located by author. *It is expected that students will demonstrate continued engagement with these reading materials in their tutorial and assignment work.*

Students will also need to download:

Department of Education, Employment and Workplace Relations (2009). *Belonging, being and becoming: The early years learning framework for Australia:* Canberra: Commonwealth of Australia

Useful books:

The following books on infant-toddler learning and teaching can also be located via the Multisearch function:

Bergen, D. (2001). *Educating and caring for very young children : the infant/toddler curriculum.* New York: Teachers College Press.

Curtis, D. & Carter, M. (2003). *Designs for living and learning: Transforming early childhood environments.* Minnesota: Redleaf Press.

Curtis, D. & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers.* Minnesota: Redleaf Press.

Gandini, L., Pope, C., & Edwards. (2001). *Bambini : the Italian approach to infant/toddler care .* London: Teachers College Press

Gonzalez-Mena, J., & Widmeyer Eyer, D. (2007). *Infants, Toddlers and Caregivers: A curriculum of respectful, responsive care and education.* Boston: McGraw Hill

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

Greenman, J.T., Stonehouse, A., & Schweikert, G., (2008). *Prime times: a handbook for excellence in infant and toddler programs.* St. Paul, MN: Redleaf Press,

Greenman, J. (2005). Places for childhood in the 21st century: A conceptual framework. *Beyond the Journal: Young Children on the Web*, May 2005, http://www.journal.naeyc.org/btj/200505/

Harris, P. (2009). Language learning in the baby and toddler years. Terrigal, NSW: David Barlow Publishing

Lally, R., Mangione, P., & Greenwald, D. (2006). *Concepts for care: 20 essays on infant/toddler development and learning*. San Francisco, CA : WestEd

Makin, L., & Spedding, S. (2012). *Learning literacies, birth to three: positive approaches for early childhood educators.* Castle Hill, N.S.W. : Pademelon Press, 2012.

Page, J., Clare, A. & Nutbrown, C. (2013). *Working with babies and children from birth to three,* London, Sage.

Peterson, S. H. (2009). *Endless opportunities for infant and toddler curriculum : a relationship-based approach.* Upper Saddle River, N.J.: Merrill

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

Wittmer, D.S., & Petersen, S.H. (2006). *Infant and toddler development and responsive program development: A relationship-based approach*. New Jersey: Pearson.

Useful journals for this unit

Australasian Journal of Early Childhood (AJEC)

Beyond the Journal: Young Children on the Web

Contemporary Issues in Early Childhood (online www.triangle.co.uk/ciec)

Early Childhood Research and Practice (online http://ecrp.uiuc.edu/index.html)

Early Childhood Research Quarterly

Early Years; International Journal of Research and Development

International Journal of Early Childhood

International Journal of Early Years Education

The First Years: New Zealand Journal of Infant and Toddler Education

Young Children

Technology requirements

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

Unit Schedule

Date	Lecture topic & Lecturer	Readings
Module 1- Introduction to infant-toddler curriculum and pedagogy		

Week 1 29th Feb	Lecture 1. Introduction to the unit *Sheila Degotardi*	**Required reading:** Degotardi, S., & Pearson, E. (2014) – **Text** – Chapters 1 and 2 *Additional readings:* Page, J., Clare, A., & Nutbrown, C. (2013) Introduction (Chapter 1). Elam, P., (2005). Creating quality infant group care programs , in S. Petrie, & S. Owen, S. (Chapter 5)
Week 2 7th March	Lecture 2. The infant and toddler curriculum *Sheila Degotardi*	**Required reading:** Gonzalez-Mena, J. (2007). Principles, practice, and curriculum (Chapter 1) *Additional readings:* Stephenson, A (2011). Mac: A contributor to the curriculum Albon, G., & Barnes, J. (2009). Investigating sleep routines
Assignment 1 due on or before Sunday 13th March		
Week 3 14th March	Lecture 3. Play & exploration for infants and toddlers *Sheila Degotardi*	**Required readings:** Doherty, J., Brock, A., Brock, J. & Jarvis, P. (2008). Born to play: Babies and toddlers playing. Curtis, D., Brown, K., Baird, L., & Coughlin, A (2013). Planning environments and materials that respond to young children's lively minds. *Additional reading:* Jackson, S., & Forbes, R (2014). Heuristic play with objects
Week 4 21st March	Lecture 4. Interactions with infants and toddlers *Sheila Degotardi*	**Required readings:** Degotardi, S & Pearson, E. (2014) – **Text** Chapter 4, pp 49-57. Hammond, R (2009). Why talk to babies. Language and literacy from day 1 (Chapter 4)
Module 2- Building and sustaining relationships		

Week 5 28th March	Lecture 5. Building relationships with infants & toddlers *Sheila Degotardi*	**Required readings:** Degotardi, S., & Pearson, E. (2014) – **Text**, revisit Chapter 1 and read Chapter 3 and Chapter 4 (pp 42-49) ***Additional readings*** Degotardi S., & Pearson, E. (2010). Knowing me, knowing you: The relationship dynamics of infant play Stonehouse, A. (2013). Supporting babies' social and emotional wellbeing

External Students on-campus Day 1: 2nd April (Ensure you have completed readings and lectures from weeks 1-4)

Week 6 4th April	Lecture 6. Partnerships with families *Sandra Cheeseman*	**Required readings:** Degotardi, S., & Pearson, E. (2014) **Text** – Chapters 5 and 7 ***Additional reading:*** Sims, M, & Hutchins, T. (2013). Program planning for infants and toddler s (Chapter 3)

Assignment 2 Due on or before Sunday 10th April

Week 7	***No content due to ECHP222 Guided Experience***	
Week 8		
Week 9		

Week 10 16th May	Lecture 7. Peer relationships *Sheila Degotardi*	**Required readings:** Degotardi, S., & Pearson, E. (2014)- **Text**, Chapter 4, pp. 57-61 and Chapter 6 ***Additional readings*** Wittmer, D. (2008) Turning the lens to infants' and toddlers' peer relationships (Chapter 1) Degotardi, S. (2011). From meetings to greetings.

Module 3: Learning environments for infants and toddlers

External Students on-campus Day 2: 21st May

Week 11 23rd May	Environments for Learning *No lecture*	**Required readings:** Gonzalez-Mena, J. (2013). What works? Assessing infant and toddler play environments Lewin-Benham (2010) Why use materials (Chapter 1)
Assignment 3 due on or before Friday 27th May		
Week 12 30th May	Lecture 8: Planning for learning - Using the EYLF *Sandra Cheeseman*	*Required Readings:* Greenman, Stonehouse and Schweikert (2008). Infants and toddlers outdoors (Chapter 18). DEEWR (2009) - Outcomes
Week 13 9th June	*Assignment 4 preparation*	
Assignment 4 Due on or before Wednesday 15th June		

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:

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy prior to Session 2 2016 http://mq.edu.au/policy/docs/grading/policy.html

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *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 Learning and Teaching Category of Policy Central.

Student Code of Conduct

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

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 eStudent. For more information visit ask.mq.edu.au.

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) 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://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

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.
- Draw on contemporary literature to demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Assessment tasks

- Professional Reflection 1
- Family Information Sheet
- Professional Reflection 2
- Learning Environment

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.

- 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.
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Assessment tasks

- Professional Reflection 1
- Family Information Sheet
- Professional Reflection 2
- Learning Environment

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.
- 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.
- Draw on contemporary literature to demonstrate an understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers.

Assessment tasks

- Family Information Sheet
- Professional Reflection 2
- Learning Environment

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.
- 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.
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Assessment tasks

- Professional Reflection 1
- Family Information Sheet
- Professional Reflection 2
- Learning Environment

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.
- 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.
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- Family Information Sheet
- Professional Reflection 2
- Learning Environment