



ECED832

Contemporary Approaches to Infant and Toddler Theory and Practice

S2 External 2016

Institute of Early Childhood

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General Information

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Credit points

4

Prerequisites

[(ECED603 or ECED819) and (ECED605 or ECED824)] or [admission to MEChild or (MEdLead in Early Childhood) or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd]

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 education and care services. This unit covers contemporary perspectives that can inform educational 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 early childhood programs. Students will design and implement an inquiry-based project to deepen their understanding of the applicability of this knowledge to infants and toddlers, their families and educators.

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 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.

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided via an assessment and assignment guide, available on the iLearn site.

Assignment expectations

In order to achieve a passing grade, it is expected that **all** assignments are completed, and that all assignments demonstrate a serious attempt to address the assignment task.

Presentation and submission Guidelines

Assignments 1, 3 and 5 will be submitted via the identified link on the ECED/ECHX832 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.

Assignments 2 and 4 are submitted as per instructions in the Assignment and assessment guide, available on iLearn

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.
- Assignments will be assessed with reference to set criteria, and students will receive feedback in terms of their performance against that criteria.
- A fail grade may result from deductions for lateness or loss of marks for referencing, presentation, or plagiarism.

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 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, whether intentionally or not, 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

Assessment Tasks

| Name | Weighting | Due |
|---|-----------|--------------------------------|
| <u>Reading journal</u> | 20% | 21st August and 11th September |
| <u>Project ideas consultation</u> | 0% | 1st group consultation session |
| <u>Research Project Proposal</u> | 30% | 25th September |
| <u>Project progress report</u> | 10% | 2nd group consultation session |
| <u>Project peer feedback</u> | 5% | 1 day post 2nd consultation |
| <u>Project final report</u> | 35% | 20th November |

Reading journal

Due: **21st August and 11th September**

Weighting: **20%**

2 x 600-700 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 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.

Project ideas consultation

Due: **1st group consultation session**

Weighting: **0%**

Project ideas consultation hurdle task

On successful completion you will be able to:

- 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.

Research Project Proposal

Due: **25th September**

Weighting: **30%**

1500 word written project proposal

On successful completion you will be able to:

- 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: **2nd group consultation session**

Weighting: **10%**

10-15 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 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 peer feedback

Due: **1 day post 2nd consultation**

Weighting: **5%**

Provision of written feedback to peer on their project presentation

On successful completion you will be able to:

- 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: **20th November**

Weighting: **35%**

1750-2250 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 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

ECED/ECHX832 is delivered in External Mode.

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

Two compulsory consultation sessions of around 90-minutes in length.

The precise date and times of these sessions will be determined early in the study session, and will depend upon the availability and time-zones of students and the unit convener. As a general rule:

- Session 1 will occur on or around the 17th of September
- Session 2 will take place during the weekend of the 5th - 6th of November

Students will be able to elect to come on campus, or attend remotely, via the Zoom online conferencing facility. Students who choose the online option must ensure that they have reliable and sufficient internet connection. Details will be provided about the technical requirements on the ECED/ECHX832 ilearn site. **Please contact the convener before census date if you foresee any difficulties with attending either of these consultation sessions.**

Individual consultations with the unit convener

The unit convener is available for individual consultations via email, phone or Skype. Please contact her via the ilearn dialogue for an appointment to chat.

Allocation of student time to this unit

ECED/ECHX832 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 150 hours over the semester. The guide outlined below provides an indication of the time spent on learning experiences. 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.

| Learning Experience | Approximate time per relevant week | Estimated time over the semester |
|---------------------------------|--|----------------------------------|
| Orientation to the unit | 2 x 1 hours | 2 hours |
| Weekly prescribed readings | 7 x 3.5 hours | 24.5 hours |
| Consultation session engagement | 2 x 90 minute consultation sessions | 3 hours |
| Assignment 1 | 2 x 6 hours | 12 hours |
| Assignment 2 | 4 hours | 4 hours |
| Assignment 3 | 14 hours | 14 hours |
| Assignment 4 | 1 hour for feedback 3 hours presentation preparation | 4 hours |
| Assignment 5 | Data collection and analysis – 4 x 6 hours Final report | 48 hours 24 hours |

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 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, Farrar, 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 Netherlands: 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 Netherlands: 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 |
|----------------|-------|---------------------|
|----------------|-------|---------------------|

| | | |
|----------------------|---|--|
| <p>1. 1st August</p> | <p>Conceptualisations of 'quality' in infant-toddler early childhood programs</p> | <p>Read at least 3 from:</p> <p>Brownlee, J., Berthelsen, D., & Segaran, N. (2009). Childcare workers' and centre directors' beliefs about infant childcare quality and professional training. <i>Early Child Development and Care</i>, 179(4), 453-475.</p> <p>Dalli, C (2014): <i>Quality for babies and toddlers in early years settings</i>. TACTYC Occasional Paper 4: http://tactyc.org.uk/wp-content/uploads/2014/04/Occ-Paper-4-Prof-Carmen-Dalli.pdf</p> <p>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.</p> <p>King, E. K., Pierro, R. C., Li, J., Porterfield, M. L., & Rucker, L. (2016). Classroom quality in infant and toddler classrooms: impact of age and programme type. <i>Early Child Development and Care</i>, 25, 875-893. doi:10.1080/03004430.2015.1134521</p> <p>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. <i>Developmental Psychology</i>, 42, 566-682.</p> <p>Thomason, S. A., & La Paro, K. (2009). Measuring the quality of teacher-child interactions in toddler child care. <i>Early Education and Development</i>, 20, 285-304. doi: 10.1080=10409280902773351</p> <p>Li, W., Farkas, G., Duncan, G., Burchinal, M. R., & Vandell, D. (2013). Timing of high quality child care and contiive, language, and preacademic development. <i>Developmental Psychology</i>, 49(8), 1440-1451. doi:10.1037/a0030613</p> |
| <p>2. 8th August</p> | <p>Challenges and debates</p> | <p>Read at least 3 from:</p> <p>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.</p> <p>Cheeseman, S., Sumsion, J., & Press, F. (2015). Infants of the productivity agenda: Learning from birth or waiting to learn. <i>Australasian Journal of Early Childhood</i>, 40(3) 38-45.</p> <p>Davis, B., & Degotardi, S. (2015). Who cares: Infant educators' responses to professional discourses of care. <i>Early Child Development and Care</i>. doi:10.1080/03004430.2015.1028385</p> <p>Manning-Morton, J. (2006) The personal is professional: Professionalism and the birth to threes practitioner. <i>Contemporary Issues in Early Childhood</i>, 7, 42-52.</p> <p>Elfer, P., & Page, J. (2015). Pedagogy with babies: perspectives of eight nursery managers. <i>Early Child Development and Care</i>, 1-21. doi:10.1080/03004430.2015.1028399</p> <p>Clark, R. M. & Baylis, S. (2012) 'Wasted down there': Policy and practice with the under-threes. <i>Early Years: Journal of International Research and Development</i>, 32, 229-242.</p> |

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|--|---|--|
| <p>3. 15th August</p> | <p>Conceptualising curriculum 1: Play and exploration</p> | <p>Read at least 3 from:</p> <p>Degotardi, S. & Pearson, E. (2010) Knowing me, knowing you: The relationship dynamics of infant play. In Ebbeck, M. & Waniganayake, M. (Eds.) <i>Play in early childhood education: Learning in diverse contexts</i> Melbourne, Oxford University Press.</p> <p>Degotardi, S. (2013). "I think, I can": Acknowledging and promoting agency during educator-infant play. In O. F. Lillemyr, S. Dockett, & B. Perry (Eds.), <i>Varied perspectives on play and learning: Theory and research on early years education</i>. Charlotte, NC: Information Age Publishing.</p> <p>Loizou, E. (2007) Humour: A different type of play. <i>European Early Childhood Education Research Journal</i>, 13, 97-109.</p> <p>Salamon, A., & Harrison, L. (2015). Early childhood educators' conceptions of infants' capabilities: the nexus between beliefs and practice. <i>Early Years: An International Research Journal</i>, 35(3), 273-288. doi:10.1080/09575146.2015.1042961</p> <p>Shin, M. (2012) The role of joint attention in social communication and play among infants. <i>Journal of Early Childhood Research</i>, 10, 309-317.</p> <p>Stephenson, A. (2011). Mac: A contributor to the curriculum. <i>The first years, Nga Tau Tuatahi: New Zealand Journal of Infant and Toddler Education</i>, 1(2), 11-14</p> |
| <p>Reading Journal entry 1 due 21st August</p> | | |
| <p>4. 22nd August</p> | <p>Conceptualising curriculum 2: Routines, rituals and interactions</p> | <p>Read at least 3 from:</p> <p>Albon, G., & Barnes, J. (2009). Investigating sleep routines in early childhood care and education centres. <i>The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education</i>, 11(1), 16-18</p> <p>Degotardi, S. (2010). High-quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine contexts. <i>International Journal of Early Years Education</i>, 18(1), 27-41.</p> <p>Girolametto, L., Weitzman, E., van Lieshout, R., & Dawna, D. (2000). Directiveness in teachers' language input to toddlers and preschoolers in day care. <i>Journal of Speech, Language and Hearing Research</i>, 43, 1101-1114.</p> <p>Hallam, R. A., Fouts, H. N., Bargreen, K. N., & Perkins, K. (2016). Teacher-child interactions during mealtimes: Observations of toddlers in high subsidy child care centres. <i>Early Childhood Education Journal</i>, 44, 51-59. doi:10.1007/s10643-014-0678-x</p> <p>Kultti, A., & Pramling, N. (2015). Limes and lemons: Teaching and learning in preschool as the coordination of perspectives and sensory modalities. <i>International Journal of Early Childhood</i>, 1-13. doi: 10.1007/s13158-015-0130-4</p> |

| | | |
|---|--|--|
| <p>5. 29th August</p> | <p>Relationship-based pedagogy 1</p> | <p>Read at least 6 from:</p> <p>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.</p> <p>Degotardi, S., & Pearson, E. (2008). Relationship theory in the nursery: Attachment and beyond. <i>Contemporary Issues in Early Childhood</i>, 10(2), 144-145.</p> <p>Degotardi, S. (2015). Mind mindedness: Forms, features and implications for infant-toddler pedagogy. In S. Robson & S. F. Quinn (Eds.), <i>Routledge International Handbook of Young Children's Thinking</i>. London: Routledge.</p> |
| <p>6. 5th Sept</p> | <p>Relationship-based pedagogy 2</p> | <p>Elfer, P. (2006) Exploring children's expressions of attachment in nursery. <i>European Early Childhood Education Research Journal</i>, 14, 81-95.</p> <p>Lee, S. Y. (2006). A journey to a close, secure, and synchronous relationship. Infant-caregiver relationship development in a childcare context. <i>Journal of Early Childhood Research</i>, 4(2), 133-151.</p> <p>Lokken, G. (2000). Tracing the social style of toddler peers. <i>Scandinavian Journal of Educational Research</i>, 44(2), 163-176.</p> <p>McGaha, C. G., Cummings, R., Lippard, B. & Dallas, K. (2012) Relationship building: infants, toddlers, and 2-year-olds. <i>Early Childhood Research & Practice</i>, 13(1).</p> <p>Shin, M. (2010). Peeking at the relationship world of infant friends and caregivers. <i>Journal of early childhood research</i>, 8(3), 294-302. doi: 10.1177/1476718X10366777</p> <p>Williams, S. T., Mastergeorge, A. M. & Ontai, L. L. (2010) Caregiver involvement in infant peer interactions: Scaffolding in a social context. <i>Early Childhood Research Quarterly</i>, 25, 251-266.</p> |
| <p>Reading Journal entry 2 due 11th September</p> | | |
| <p>12th Sept</p> | <p>Professionalism and professionalisation</p> | <p>Read at least 3 from:</p> <p>Degotardi, S., & Pearson, E (2014), <i>The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice (Chapter 6, pp.81-end or Chapter 7)</i> . Maidenhead, Open University Press.</p> <p>Elfer, P. (2012). Emotion in nursery work: Work discussion as a model of critical professional reflection. <i>Early Years: An International Journal of Research and Development</i>, 32(2), 129-141. doi: 10.1080/09575146.2012.697877</p> <p>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.), <i>Learning together in the early years: Exploring relational pedagogy</i> (pp. 157-168). London, UK: Routledge.</p> <p>Macfarlane, K., Noble, K., & Cartmel, J. (2004). Pedagogy in the nursery: Establishing practitioner partnerships in high-quality long day care programs. <i>Australian Journal of Early Childhood</i>, 29(4), 38-43.</p> <p>Recchia, S. L., & Loizou, E. (2002). Becoming an infant caregiver: Three profiles of personal and professional growth. <i>Journal of Research in Childhood Education</i>, 16(2), 133-147.</p> <p>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. <i>Infant mental Health Journal</i>, 30(6), 634-647.</p> <p>Virmani, E. A., & Ontai, L. L. (2010). Supervision and training in child care: Does reflective supervision foster caregiver insightfulness? <i>Infant Mental Health Journal</i>, 31(1), 16-32. doi: 10.1002/imhj.20240</p> |
| <p>Consultation session 1 on or around the 17th September: Assignment 2 Due</p> | | |
| <p>19th Sept – 2nd Oct</p> | <p>Mid session recess</p> | |

| <u>Assignment 3 due 25th September</u> | |
|---|-------------------------------|
| 8. 3 rd October | Project implementation |
| 9. 10 th October | |
| 10. 17 th October | |
| 11. 24 th October | |
| 12. 31 st October | |
| Second consultation session on the weekend of the 5th-6th November: Assignment 4 presentation due, and 4b due 1 day post session | |
| 13. 7 th November | Project completion |
| <u>Assignment 5 due Sunday 20th November</u> | |
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Learning and Teaching Activities

On-going convener and peer support

This unit has been developed on the understanding that students will receive regular support from the unit convener and their peers. The following structured and incidental learning and teaching activities are used: 1. Compulsory small group consultation sessions (students can choose face-to-face or online participation) 2. Individual consultations, as arranged with the unit convener 3. Student arranged peer support 4. Online seminars and meetings, arranged as required 5. Written guidance provided on the iLearn site 6. Short podcasts, arranged and supplied as required, if requested by students Students are invited to make full use of all of these teaching and learning activities so that they can gain the most learning benefit from this unit.

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

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 ideas consultation
- Research 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 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 ideas consultation
- Research 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 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 ideas consultation
- 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 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

- Project ideas consultation
- Research 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 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 ideas consultation
- Research 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 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

- Project ideas consultation
- Project progress report
- Project peer feedback
- Project final report