ECHE311

Infant and Toddler Curriculum and Pedagogy

S2 External 2017

Department of Educational Studies

Contents

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Unit Convenor
Sheila Degotardi
sheila.degotardi@mq.edu.au
Contact via sheila.degotardi@mq.edu.au
X5B367
by appointment

Credit points
3

Prerequisites
(39cp at 100 level or above) including (ECHP122 or ABEP130) and (ECHE118 or ABEC113)

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:

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

Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues

Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based 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 Full Unit Outline attached to the ECHE311 iLearn site.

To achieve a passing grade in ECHE311, students must meet the 3 following requirements

1. All assignments are submitted and demonstrate a serious attempt to address the assessment task and criteria

2. Students must attend at least 80% of their tutorial sessions (either internal tutorial or the on-campus session equivalent)

3. Students must meet the required academic literacy standards set out below.

Failure to meet any of the 3 requirements listed above will place students at serious risk of failing the unit.

EXPECTED ACADEMIC LITERACY LEVEL

As a 300-level unit, students are expected to demonstrate a fully functional level of academic literacy in their assignment work. The expectation levels are listed below. Students whose work does not meet these standards are at serious risk of failing the unit.

Students will receive feedback on their demonstrated level of academic literacy in assignment 1. Students who fail to meet the minimum standards for assignment 2 and 3 will receive a fail grade for that assignment.

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 Faculty 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, including the set unit readings, 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 these 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:

- Students regularly save a copy of all assignments before submission,

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

- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Assignment presentation and submission

All written submissions are to be legible and professionally presented. **Please follow these guidelines when you submit each assignment:**

- 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.

- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.

- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are <u>NOT</u> required.
- Use APA 6th referencing style to acknowledge your sources and support your ideas with in-text referencing, and include a full reference list of all works that are cited within your assignment.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the Unit.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very 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.

Academic honesty and plagiarism

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as 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:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and

- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: http://www.mq.edu.au/policy/index.html

TURNITIN is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. The system also serves as a digital repository if anything should happen to your hard copy submission or personal backup. Please ensure you have stated your *TURNITIN* receipt number on your coversheet. A link to *TURNITIN* is embedded in iLearn.

Extensions and Late Assignments

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au*. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Grading Information

The University recognises the importance of producing grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning outcomes. Your final result for this unit will include a grade plus a standardised numerical grade (SNG).

For an explanation of the policy go to Policy Central: http://www.mq.edu.au/policy/index.html

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: http://www.mq.edu.au/policy/docs/grading/policy.html

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

NOTE: Numerical marks will NOT be awarded for individual assessment tasks.

In this unit, all tasks will be reported by GRADES.

Marks are only shown for your final reported grade for this Unit.

Assessment Tasks

Name	Weighting	Hurdle	Due
Critical Research Reflection	20%	No	20th August
Communicating Curriculum	30%	No	24th September
Learning Environment	50%	No	15th November

Critical Research Reflection

Due: **20th August**

Weighting: **20%**

Write a critical reflection based on an a topic selected from a provided video

On successful completion you will be able to:

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

Communicating Curriculum

Due: **24th September**

Weighting: **30%**

Construct a newsletter to explain to other educators the 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:

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Learning Environment

Due: **15th November**

Weighting: **50%**

Design a learning environment to meet the learning and developmental capabilities of a group of under-two-year-old children

On successful completion you will be able to:

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years

curriculum outcomes and health and safety issues

- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Delivery and Resources

ON-CAMPUS SESSIONS AND LECTURES

Attendance at **All** on-campus sessions is **compulsory**. These will be held on **Monday 18th September and Sunday 5th November**.

 Please do not enrol in external mode if you cannot attend all of these days.

This unit is taught in tutorial/workshop modes, supplemented by online lectures and readings. Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs.

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 their related tutorial

UNIT WEBSITE AND STAFF CONTACT

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to *iLearn* is **compulsory** for all students**.** Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested resources are also included. Please check the *iLearn* unit regularly.

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 'ECHE311' 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,* L ondon, 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 31st July	Lecture 1. Introduction to the unit *Sheila Degotardi*	**Required reading:** Degotardi, S., & Pearson, E. (2014) – **Text** – Chapters 1 and 2 *Additional readings:* Dalli, C., Quality for babies and toddlers in early years settings. TACTYC Occasional Paper 4. Retrieved from http://tactyc.org.uk/wp-content/uploads/2014/04/Occ-Paper-4-Prof-Carmen-Dalli.pdf

| Week 2

7th August | Lecture 2. The infant and toddler curriculum

Sheila Degotardi | **Required reading:**

Gonzalez-Mena, J., & Widmeyer Eyer, D. (2012). *Infants, Toddlers and Caregivers: A curriculum of respectful, responsive care and education*. Boston: McGraw Hill (Chapter 1, Principles, practice, and curriculum)

Additional readings:

Elam, P. (2005) Creating quality infant group care programs, Chapter 5, In S. Petrie and S. Owen (Eds) *Authentic relationships in Group Care for Infants and Toddlers,* pp. 83-92. London: Jessica Kingsley Publishers

Albon, G., & Barnes, J. (2009). Investigating sleep routines. *The First Years, New Zealand Journal of Infant and Toddler Education, 11 (1),* 16-18.

Cooper, M., Lovatt, D., & Hedges, H. (2015). Curriculum for very young children: Challenging perceptions. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education, 17*(1), 28-32. |
| Week 3

14th August | 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. In A. Brock, S. Dodds, P. Jarvis, & Y. Olusoga (Eds.), *Perspectives on play: Learning for life* (pp. 94-119). Harlow, England: Pearson Education Limited.

Curtis, D., Brown, K., Baird, L., & Coughlin, A. (2013). Planning environments and materials that respond to young children's lively minds. *Young Children*, September 2013, pp. 26-31.

Additional reading:

Jackson, S., & Forbes, R. (2014) People under Three: Play, work and learning in a child care setting (Chapter 7, Heuristic play with objects). Abingdon, Oxon: Routledge. |
| **Assignment 1 due on or before Sunday 20th August** | | |
| Week 4

21nd August | Lecture 4. Interactions with infants and toddlers

Sheila Degotardi | **Required readings:**

Required readings:

Degotardi, S & Pearson, E. (2014) – **Text** Chapter 4, pp 49-57.

Hammond, R (2009). Respecting Babies: A new look at Magda Gerber's RIE approach (Why talk to babies. Language and literacy from day 1, Chapter 4, pp.59-68) Washington, DC: Zero to Three. |
| Week 5

28th August | 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. (2016). Infant Play: How Interactions Build and Support Relationships. In M. Ebbeck and M. Waniganayeke (Eds.), *Children's play in early childhood education: Facilitating learning in diverse contexts, 2n Edition*. Oxford University Press.

Panchartek, H (2016). Preparing for the first relationships. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education, 18*(1), 16-19.

Stonehouse, A. (2013). Supporting babies' social and emotional wellbeing. *NQP PLP Newsletter, 61.* |

Week 6 4th September	Lecture 6. Partnerships with families *Sandra Cheeseman*	**Required readings:** Degotardi, S., & Pearson, E. (2014) **Text** – Chapters 5 and 7 *Additional reading:* Chan, A., & Ritchie, J. (2016). Parent-teacher partnership: New complications for an old aspiration. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education, 18*(2), 9-15.
Week 7 11th September	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). *Focusing on peers: The importance of relationships in the early years.* Washington: Zero to Three. (Chapter 1) Degotardi, S. (2011). From greetings to meetings: How infant peers welcome and accommodate a newcomer into their classroom. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education, 13*(2), 29-33. Mortlock, A. (2014). Belonging and togetherness: Toddlers' use of playful rituals. *The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education, 16*(1), 21-2529-33.

ON-CAMPUS DAY 1: 9am – 4pm, MONDAY 18TH SEPTEMBER

Assignment 2 due Sunday 24th September

Module 3: Learning environments for infants and toddlers

Week 9 9th October	Environments for Learning *No lecture*	**Required readings:** Gonzalez-Mena, J. (2013). What works? Assessing infant and toddler play environments. *Young Children, September 2013,* pp.22-25. Lewin-Benham, A. (2010). *Infants and toddlers at work: using Reggio-inspired materials to support brain development (Why use materials, Chapter 1, pp.9-24).* New York: Teacher's College Press.
Week 13 6th November	Lecture 8: Planning for learning - Using the EYLF *Sandra Cheeseman*	*Required Readings:* Greenman, J., Stonehouse, A., & Schweikert, G. (2008). Prime Times: A Handbook for excellence in Infant and toddler Programs (Chapter 18, Infants and toddlers outside, pp.287-299). St. Paul, MN: Redleaf. DEEWR (2009) - Outcomes

ON-CAMPUS DAY 1: 9am – 4pm, SUNDAY 5th NOVEMBER.

Assignment 3 Due on or before Wednesday 15TH November

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

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues
- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting

the learning and development of infants and toddlers

Assessment tasks

- Critical Research Reflection
- Communicating Curriculum
- 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

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues
- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Assessment tasks

- Critical Research Reflection
- Communicating Curriculum
- 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

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

- Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues

- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Assessment tasks

- Communicating Curriculum
- 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

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

- Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years curriculum outcomes tand health and safety issues

- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting

the learning and development of infants and toddlers

Assessment tasks

- Critical Research Reflection
- Communicating Curriculum
- 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

- Articulate an in-depth understanding of theoretical and pedagogical ideas relating to the effective learning and teaching of infants and toddlers in early childhood settings.
- Demonstrate an in-depth 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 research understandings, issues of agency and participation, contemporary early years curriculum outcomes and health and safety issues
- Draw on contemporary literature and real-world experience to demonstrate an reflective, evidence-based understanding of the role of the early childhood teacher in supporting the learning and development of infants and toddlers

Assessment tasks

- Critical Research Reflection
- Communicating Curriculum
- Learning Environment

Changes since First Published

Date	Description
22/07/2017	The week 13 date has been corrected