



ECED602

Early Childhood Development

S1 Day 2019

Department of Educational Studies

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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

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Credit points

4

Prerequisites

Admission to MTeach(Birth to Five Years) or GradCertEChild

Corequisites

Co-badged status

Unit description

This unit examines major theories and current issues in child development and the application of developmental theory to educational practice. It provides students with an understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching. The initial part of the unit is concerned with theories of development and the middle to latter sections deal with domains of development and areas of specific interest in child development for the early childhood years.

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:

Understand the many and varying influences important to the development of a child.

Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.

Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

General Assessment Information

PLEASE REFER TO INFORMATION ON iLEARN FOR FURTHER DETAILS OF ASSESSMENT TASKS AND MARKING CRITERIA

All assessment tasks for this unit are submitted online

Assessment Presentation and Submission Requirements - Details for all written tasks

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time. You should receive a receipt from Turnitin when you submit your written tasks.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please Note:

- Students should 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.

- 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.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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.

Special Consideration

The following link takes you to the **Special Consideration** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. To request a re-mark, you need to contact the unit convenor within **7 days** of the date of return of the assignment and **provide a detailed assessment your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

Academic Honesty

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 retain your *TURNITIN* receipt number on your coversheet. A link to *TURNITIN* is embedded in iLearn.

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each**

student INDIVIDUALLY. Similarities in responses between students will be checked and investigated for possible collusion.

University policy on grading

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.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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: If you fail a unit with a professional experience component the fail grade will be on your

transcript irrespective of the timing of the placement.

Unit 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](#).

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Activity 1	25%	No	24 March 2019 (Week 4)
Quiz 1	15%	No	4 April 2019 (Week 6)
Learning Activity 2	45%	No	26 May 2019 (Week 11)
Quiz 2	15%	No	6 June 2019 (Week 13)

Learning Activity 1

Due: **24 March 2019 (Week 4)**

Weighting: **25%**

What is your understanding of theories of development? Select **two theories** covered in weeks 1 and 2 to focus on and research additional information relating to these. In 900 words, outline your understandings of these two theories. Discuss whether the theories are consistent with your observations of development.

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on

child.

- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Quiz 1

Due: **4 April 2019 (Week 6)**

Weighting: **15%**

Online Quiz covering Topics 1-12 inclusive (Key debates in child development to Perception)

30 questions - multiple choice questions; True/False; matching terms (0.5 marks each)

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Learning Activity 2

Due: **26 May 2019 (Week 11)**

Weighting: **45%**

Understanding and Supporting Development Essay based on research evidence relating to specified area of child development (refer to details on iLearn).

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological

underpinnings of development including individual differences.

Quiz 2

Due: **6 June 2019 (Week 13)**

Weighting: **15%**

Online Quiz covering Topics 13 - 23 inclusive (Cognition to Peer relationships)

30 questions - multiple choice questions; True/False; matching terms (0.5 marks each)

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Delivery and Resources

Students in this unit should read this unit guide carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the Unit Coordinator.

UNIT WEB SITE

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.

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

Access and technical assistance

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://unitguides.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *Schedule of lectures, weekly readings and seminars*
- *Assessment details and marking rubrics*

Electronic Communication

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email Address*
- Other iLearn communication functions

It is the student's responsibility to check all electronic communication on a regular weekly basis.

LEARNING and TEACHING STRATEGIES

This unit is taught in lecture, seminar and online mode and weekly reading is an important component. Copies of the lecture slides are available from the University's *iLearn* website for ECED/ECHX602.

Students are required to participate in activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs or online. In the seminars (or online discussion forums) students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Note for internal students: Attendance at all seminars is expected.

An overview of the weekly program for the course with the accompanying readings/ preparation can be found in the Unit Schedule section and on the unit iLearn site.

UNIT EXPECTATIONS

All students (Macquarie and OUA)

Lectures are all pre-recorded and are available online on the unit's iLearn site embedded within the weekly topics. You need to **start listening to these lectures from Week 1 (or earlier)** and ensure you stay up to date with listening to all the required lectures each week.

Activities completed during weekly tutorials (internal) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the ACECQA and/or AITSL Graduate Teacher Standards requirements. Students studying externally or through OUA will complete these tasks as you work through the content on iLearn each week. A student workbook has been prepared to facilitate completion of seminar/online tasks and is available for download on iLearn.

Attendance for Internal students studying at Macquarie:

Internal students are expected to attend a 2-hour weekly. These are scheduled on Monday 10.00am – 12.00pm. Seminars for this unit begin in Week 1:

The timetable for classes can be found on the University web site at: <https://timetables.mq.edu.au/2019/>

All internal Macquarie students are expected to complete the specified reading preparation before their Tutorials.

- Students are expected to complete online activities as required (note: Internal students will complete these during weekly seminars).
- Students are expected to listen to lectures and read weekly readings before completing online tasks (external/OUA students) and attending weekly seminars (Internal students).

REQUIRED and RECOMMENDED TEXTS

Weekly readings form an integral part of your study of ECED/ECHX602.

Prescribed Text:

Peterson, C. (2015). *Looking forward through the lifespan. Developmental psychology: Birth to middle childhood*. (Custom edition). Sydney: Pearson.

Note: It is also fine to use the 6th edition of Peterson (2014). *Looking forward through the lifespan. Developmental psychology*. Sydney: Pearson. Please do not buy another textbook if you already have this version.

Highly Recommended Text:

Crain, W. (2010). *Theories of child development: Concepts and applications* (6th ed.). London: Routledge.

Additional Readings:

Bagwell, C. L. (2004). Friendships, peer networks, and antisocial behavior. In J. B., Kupersmidt, & K. Dodge, (Eds). *Children's peer relations: From development to intervention. Decade of behavior.*, (pp. 37-57). Washington, DC, US: American Psychological Association, doi: 10.1037/10653-003

Grimes, C. L., Klein, T. P., & Putallaz, M. (2004). Parents' relationships with their parents and peers: Influences on children's social development. In J. B., Kupersmidt, & K. Dodge, (Eds). *Children's peer relations: From development to intervention. Decade of behavior.*, (pp. 141-158). Washington, DC, US: American Psychological Association, doi: 10.1037/10653-003

KidsMatter (n.d.). Developing children's social and emotional skills. https://www.kidsmatter.edu.au/sites/default/files/public/FrameworkBook_Component2.pdf

Recommended Reading, References and Resources.

Written assignments are expected to be appropriately referenced in accordance with APA 6th style. A useful resource as a guide for APA style is Perrin (2015) *Pocket Guide to APA Style*, 5E. You may prefer to use a free online source for APA referencing.

Recommended online sources are:

<http://libguides.mq.edu.au/Referencing>

<http://www.apastyle.org/learn/tutorials/basics--tutorial.aspx> <http://www.apastyle.org/learn/quick--guide--on--references.aspx> <https://owl.english.purdue.edu/owl/section/2/10/>

Unit Schedule

The following is a summary of the i-lectures for this unit, available through the ECED/ ECHX602 unit web site. The lecture series follows a specific sequence and has three main areas of focus: Theories of Development, Foundations of Development and Domains of Development.

Week	Topic	Lecturer	Reading
KEY THEORIES and RESEARCH METHODS			
Week 1: 25 February	1. Key debates in child development	Dr Helen Little	Peterson Chapter 1
	2. Maturation/Ethology	Dr Helen Little	
	3. Psychoanalytic theory	Dr Helen Little	
	4. Learning/ Behaviourism	Dr Helen Little	

Week 2: 4 March	5. Cognitive Theories	Dr Shirley Wyver	Peterson Chapter 2
	6. Ecological systems theory	Dr Helen Little	
	7. Dynamic systems	Dr Helen Little	
FOUNDATIONS of DEVELOPMENT			
Week 3: 11 March	8. Research Methods	Dr Helen Little	Peterson Chapter 3
	9. Genetic Contributions	Dr Helen Little	
	10. Prenatal Development	Dr Helen Little	
Week 4: 18 March	11. Physical and motor development	Dr Helen Little	Peterson Chapter 4 (pp. 104-122) Chapter 7 (pp. 205-210)
Learning Activity 1 Due Sunday 24 March			
Week 5: 25 March	12. Perception	Dr Shirley Wyver	Peterson Chapter 4 (pp. 122-124)
Week 6: 2 April	STUDY WEEK Above Lecture Content & Readings covered in Online Quiz 1, Thursday 4 April (Week 6)		
DOMAINS of DEVELOPMENT			
Week 7: 9 April	13. Cognition	Dr Carol Newall	Peterson Chapter 4 (pp. 124-132) Chapter 7 (pp.211-241)
Week 8: 30 April	14. Language Development	Dr Helen Little	Peterson Chapter 6
	15. Joint Attention	Dr Shirley Wyver	
Week 9: 7 May	16. Theory of Mind	Dr Shirley Wyver	Peterson Chapter 7 (pp. 230-235)
	17. Gender	Dr Carol Newall	Peterson Chapter 8 (pp. 256-269)
Week 10: 14 May	18. Temperament	Dr Helen Little	Peterson Chapter 5
	19. Attachment	Dr Carol Newall	

Week 11: 21 May	20. Emotional development	Dr Carol Newall	Peterson Chapter 7 (pp. 228-240)
	21. Social Development	Dr Helen Little	KidsMatter
Learning Activity 2 (Essay) Due Sunday 26 May			
Week 12: 28 May	22. Parenting	Dr Carol Newall	Grimes et al.
	23. Peer relationships	Dr Helen Little	Bagwell
Week 13: 4 June	STUDY WEEK		
Above Lecture Content & Readings Covered in Quiz 2, Thursday 6 June			

Learning and Teaching Activities

PEERWISE ACTIVITIES

During this session we will be using PeerWise as a place for you to create, share and evaluate multiple choice quiz questions with your fellow cohort. Using Peerwise will help you to consolidate your understanding of the course content and prepare for the two Quiz assessment tasks. Submission: Online via PeerWise website. Please refer to the information on iLearn about how to set up your PeerWise account. NOTE: This is a voluntary activity and is intended to support your revision for the quizzes.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4*

December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@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

If you are a Global MBA student contact globalmba.support@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

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1
- Learning Activity 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Quiz 1
- Learning Activity 2
- Quiz 2

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

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1
- Quiz 1
- Learning Activity 2
- Quiz 2

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

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment task

- Learning Activity 1

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 appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment task

- Learning Activity 2

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 autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Assessment tasks

- Learning Activity 1
- Learning Activity 2

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 outcome

- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Assessment task

- Learning Activity 2

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Assessment task

- Learning Activity 2

ACECQA and AITSL Standards addressed in this unit

ACECQA Standards

The Australian Children's Education and Care Quality Authority standards addressed in ECED/ECHX602 are:

1. Psychology and child development

- Learning, development and care;
- Language development;
- Social and emotional development;
- Early intervention;
- Diversity, difference, and inclusivity.

4. Family, community contexts:

- Developing family and community partnerships;
- Culture, diversity and inclusion.

5. History and philosophy of early childhood:

- Historical and comparative perspectives;
- Contemporary theories and practice.

6. Early childhood professional practice:

- Professional identity and development;
- Research.

Australian Professional Standards for Teachers

The framework of the Australian Professional Standards for Teachers, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference point to describe, recognise, and support the complex and varied nature of teachers' work. The Standards describe what teachers need to know, understand and be able to do, as well as providing direction and structure to support the preparation and development of students.

For more information see: www.teacherstandards.aitsl.edu.au/

The *Australian Professional Standards for Teachers* addressed in ECED/ECHX602 are:

Standard 1: Know students and how they learn (1.1, 1.2, 1.3, 1.5);

Standard 6: Engage in professional learning (6.2, 6.4)

Standard 7: Engage professionally with colleagues, parents/carers, and the community (7.3)