ABEC313
Early Development 2
S2 External 2013

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Unit Convenor
Helen Little
helen.little@mq.edu.au
Contact via helen.little@mq.edu.au

Credit points
3

Prerequisites
39cp and admission to BTeach(ECS)

Co-requisites

Co-badged status

Unit description
This unit examines current research and theory in the area of child development during the preschool years. Contemporary issues and thinking concerning cognitive and social emotional development is considered and particular attention is paid to the implications of the content for educators working with Aboriginal and Torres Strait Islander children and communities.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes

1. Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
2. Understanding of the whole child by appreciating the links between different areas of development.
3. Understanding of individual differences in development
4. Appreciation of the cultural, historical and contextual influences on development
5. Appreciation of the biological underpinnings of development
6. Understanding of the links between research, theory and practice
Assessment Tasks

<table>
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<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Article Review</td>
<td>20%</td>
<td>25 July 2013</td>
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<td>Child development Topics</td>
<td>20%</td>
<td>16 September 2013</td>
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<td>21 September 2013</td>
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<td>Essay</td>
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<td>25 October 2013</td>
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Article Review

Due: **25 July 2013**  
Weighting: **20%**

Summary and review of journal article

This Assessment Task relates to the following Learning Outcomes:

- Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
- Understanding of individual differences in development
- Appreciation of the cultural, historical and contextual influences on development
- Understanding of the links between research, theory and practice

Child development Topics

Due: **16 September 2013**  
Weighting: **20%**

Home study tasks

This Assessment Task relates to the following Learning Outcomes:

- Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
- Understanding of the whole child by appreciating the links between different areas of development.
- Understanding of individual differences in development
- Appreciation of the cultural, historical and contextual influences on development
• Appreciation of the biological underpinnings of development

Child Development Topics
Due: 21 September 2013
Weighting: 30%

Quiz

This Assessment Task relates to the following Learning Outcomes:
• Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
• Understanding of the whole child by appreciating the links between different areas of development.
• Understanding of individual differences in development
• Appreciation of the cultural, historical and contextual influences on development
• Appreciation of the biological underpinnings of development

Essay
Due: 25 October 2013
Weighting: 30%

1800 word essay

This Assessment Task relates to the following Learning Outcomes:
• Understanding of the whole child by appreciating the links between different areas of development.
• Appreciation of the cultural, historical and contextual influences on development
• Understanding of the links between research, theory and practice

Delivery and Resources

Technologies Used and Required

There is an iLearn site for this unit which should be accessed weekly for updates on information about the unit and for assignment submission.

Class Times
1st On Campus: 15th - 24th July
2nd On Campus: 16th - 24th September
Teaching and Learning Strategy

Content is delivered through lectures (available on CD and via ECHO360) and textbook readings. Tutorials and assessments are used to explore content in more detail.

Information


Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](http://www.mq.edu.au/policy/docs/). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- **Special Consideration Policy** [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

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

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the [Disability Service](http://www.student.mq.edu.au/ses/) who can provide
appropriate help with any issues that arise during their studies.

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university's IT, you must adhere to the **Acceptable Use Policy**. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

**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**

- Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
- Understanding of the links between research, theory and practice

**Assessment task**

- Essay

**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**

- Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
Understanding of the whole child by appreciating the links between different areas of development.

• Understanding of individual differences in development
• Appreciation of the cultural, historical and contextual influences on development
• Appreciation of the biological underpinnings of development

Assessment tasks

• Article Review
• Child development Topics
• Child Development Topics
• Essay

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

• Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.
• Understanding of the whole child by appreciating the links between different areas of development.
• Understanding of individual differences in development
• Understanding of the links between research, theory and practice

Assessment tasks

• Article Review
• Child development Topics
• Essay

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**
- Understanding of the whole child by appreciating the links between different areas of development.
- Understanding of the links between research, theory and practice

**Assessment tasks**
- Article Review
- Essay

**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 outcome**
- Understanding of the links between research, theory and practice

**Assessment tasks**
- Article Review
- Child development Topics
- Essay

**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**
- Appreciation of the cultural, historical and contextual influences on development
Assessment task

• Essay

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 outcomes

• Understanding of the many and varying influences important to the development of a child, with particular emphasis on the development of Aboriginal and Torres Strait Islander children.

• Appreciation of the cultural, historical and contextual influences on development

Assessment task

• Essay

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

• Understanding of the links between research, theory and practice

Assessment tasks

• Article Review

• Essay