ECHE3110

Infant and Toddler Curriculum and Pedagogy

Session 1, Online-scheduled-weekday 2022

Macquarie School of Education

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
Convener
Viviana Botero Lopez
viviana.botero-lopez@mq.edu.au
Contact via via ilearn dialogue
by appointment

Co-convener
Sheila Degotardi
sheila.degotardi@mq.edu.au
Contact via via ilearn dialogue
29 WW 389
by appointment

Credit points
10

Prerequisites
130cp at 1000 level or above including (ECHE220 or ECHE2200) and (ECHE118 or ECHE1180 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:

ULO1: 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.

ULO2: 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.

ULO3: 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.

ULO4: 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 assignment guide attached to the ECHE3110 iLearn site.

Unit Expectations:

- All assignments must be submitted and must demonstrate a serious attempt to address the assessment task and criteria
- Students are expected to attend at least 80% of their tutorial sessions
- Students are required to read weekly readings, listen to weekly lecture and complete associated tasks before attending tutorials

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

EXPECTED ACADEMIC LITERACY LEVEL

As a 3000-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.

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

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	Relevant infant-toddler curriculum and pedagogy 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.
The requirements of the Macquarie Academic Integrity Policy is adhered to throughout the assignment.	A consistent effort has been made to use the APA 7th 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. There is no evidence of collusion, cheating, fabrication, self-plagiarism, or any other unacceptable activities, as defined in the Academic Integrity Policy Schedule 2: Definition of academic activities

PRESENTATION AND SUBMISSION GUIDELINES

- Students must regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances (see special consideration below), no assessment will be accepted more than one week (including weekends) after the due date.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- 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:**

- Allow a left and right-hand margin of at least 2cm in all assignments. This allows us to attach, and you to read your feedback comments easily.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- Assignments must represent the student's individual work (see Academic Honesty

section below).

- 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 NOT required.
- Use APA 7th 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.
- 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.

Final Submissions

- You are responsible for checking that your 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 or submission errors cannot be corrected after the submission date. **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 (more than 10% over), it will be marked only to the point at which the word limit is reached.

Academic integrity 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).

Other activities that breach the Macquarie Academic Integrity Policy include collusion, cheating (including contract cheating) and fabrication, the definitions of which can be found in Schedule 2 of the Academic Integrity Policy

The University's Academic Integrity Policy can be found on the Policy Central website: https://policies.mq.edu.au/document/view.php?id=3

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

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: Unless a Special Consideration request has been submitted and approved, **(a) a penalty for lateness will apply - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date –** and **(b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline.** A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.

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.

Requesting a remark of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. 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 of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

Note:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a higher/lower or unchanged grade.
- Grades are standards referenced and effort is NOT a criterion.

University Policy on Grading

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.

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: http://www.mq.edu.au/policy/docs/grading/policy.html

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.

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.

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.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Synthesis	35%	No	11:59pm, 20-3-2022
Learning Resource	25%	No	11:59pm, 24-4-2022
Evidence based intentional teaching	40%	No	11:59pm, 5-06-2022

Research Synthesis

Assessment Type [1]: Literature review
Indicative Time on Task [2]: 30 hours
Due: **11:59pm, 20-3-2022**
Weighting: **35%**

Students source and synthesise from findings from research articles on a specified topic related to high-quality pedagogies (choice of 2 topics). Students use this synthesis to identify implications for their pedagogical practice. (Approximately 1100 words)

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 Resource

Assessment Type [1]: Learning resource creation
Indicative Time on Task [2]: 25 hours
Due: **11:59pm, 24-4-2022**
Weighting: **25%**

Drawing on the content of weeks 4 to 7, students develop, visually present and analyse the learning potential of a material resource for birth to 2 year old children. (Photographs of resource, plus approximately 800 words)

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.

Evidence based intentional teaching

Assessment Type [1]: Learning plan
Indicative Time on Task [2]: 35 hours
Due: **11:59pm, 5-06-2022**
Weighting: **40%**

Using their assignment 2 resource as a basis, students will i) design a learning area, ii) explain

and justify the physical design and the inclusions in terms of the learning / development potential and iii) draw on an infant-toddler research evidence base to identify and discuss pedagogies that will effectively support the learning / development identified in ii). (Pictorial plan plus approximately 1800 words)

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.

---

[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

TUTORIAL CLASSES AND LECTURES

Structure

The unit comprises a weekly online lecture and a 90-minute zoom tutorial in weeks 2 to 7 inclusive. In the tutorial, you will discuss issues and questions arising from the lectures, the prescribed readings and the reflective journal tasks specified in the lecture and on ilearn.
You are expected to base their arguments/discussions on evidence from published research and other relevant material. The ilearn site will provide links to required and additional readings, as well as other required and useful resources and videos. Lectures will also be available through Echo in iLearn. You 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. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

Content delivery commences in week 1 of the session. Content is delivered in two modes:

- Zoom face tutorials, which occur during the weekly timetabled times, commence in week 2 and continue to week 7 inclusive. Online lectures have reflection questions and tasks that students are required to complete prior to the relevant weekly tutorial. Weekly readings also form the basis for tutorial discussions. Tutorials are structured to include whole and small group discussions and tasks, as well as independent work. **Effective preparation is required, and attendance is expected.**

- Independent study tasks are provided for weeks 1, 8, and 9-13 inclusive. Students are expected to complete these tasks and associated readings and lectures during the scheduled week.

UNIT WEBSITE AND STAFF CONTACT

This unit has a full web presence through *iLearn*. Students will need regular access to a computer and a reliable internet connection to complete this unit.

Weekly lectures are available on the web through the ECHO360 lecture component.

Online tutorials are delivered via Zoom, and students will be provided with the online tutorial link via the relevant weekly section on iLearn.

Various activities and materials for discussion and critical reflection are included and all students are expected to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly access to *iLearn* is compulsory for all students. In addition to links to the online lectures and readings, important assessment information will be posted here, as will other relevant unit notices and materials that will assist your studies.

Access and technical assistance

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.

Information for students about access to the online component of this unit is available at https://ilearn.mq.edu.au/login/index.php. 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.

REQUIRED TEXT AND READINGS

Required text (available via Booktopia):

Maguire-Fong, M.J (2020). *Teaching and learning with infants and toddlers: Where meaning making begins (2nd edition).* San Francisco: WestEd.

Other required readings

Each week, students are required to read three allocated readings, comprising practitioner focused readings (e.g., text chapter / practitioner article) and one research article. These readings will form the basis of our tutorial discussions, and students are required to bring them to their class / on-campus session.

The readings are located via the Leganto link on the ECHE3110 ilearn site.

Students are required to will demonstrate continued engagement with these reading materials in their tutorials and assignment work.

Useful books:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Useful journals for this unit

Australasian Journal of Early Childhood (AJEC)

Beyond the Journal: Young Children on the Web

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

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

Early Childhood Research Quarterly

Early Years; International Journal of Research and Development

International Journal of Early Childhood

International Journal of Early Years Education

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

Young Children

Zero to Three

Unit Schedule

The content of ECHE3110 is organised in three distinct modules. It is essential that you complete covered the readings, lectures and reflection tasks before your zoom tutorial time. Also note that zoom tutorials occur during weeks 2 - 7 inclusive. During other weeks, as listed below, you will be provided with independent study activities that you are expected to complete during that weekly time-span.

	MODULE 1: HIGH QUALITY INFANT-TODDLER PEDAGOGIES	
Content week	**Topic**	**Teaching mode and Required Readings**

1. 21st Feb	The infant-toddler specialist teacher	**Mode:** Online independent learning **Readings:** **Text Chapter 14:** Who cares for babies? pp. 160-167 **Practitioner article:** Powell, H. (2018) More than just nappy changes and sleep times. *Educating Young Children, 24*(1), 29-30. **Research:** Davis, B. & Dunn, R. (2019). Professional identity in the infant room. *Australasian Journal of Early Childhood,* Doi: 10.1177/1836939119855222
2. 28th Feb	Conceptualising quality in birth to two settings 1: Perspectives on learning and curriculum	**Mode:** Zoom tutorial **Readings** **Text:** Chapter 1: Infants as active meaning makers. pp. 3-6 **Text:** Chapter 3: Knowledge from the infants' point of view. pp.18-25 **Research:** La Paro, K. & Gloeckler, L. (2016). The context of child care for toddlers: The "experience expectable environment". *Early Childhood Education Journal, 44*, 147-153. doi: 10.1007/s10643-015-0699-0
3. 7th March	Conceptualising quality in birth to two settings 2: Evidence-based pedagogies	**Mode:** Zoom tutorial **Readings** **Text Chapter 2**: Relationships shape the developing brain. pp.7-17. **Practitioner article:** Dalli, C., (2014). 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, **Research**: Degotardi, S. (2010). High quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine experiences. *International Journal of Early Years Education, 18*(1), 27-41.
MODULE 2: TEACHING TO PROMOTE LEARNING AND DEVELOPMENT		
4. 14th March	Teaching to promote social and emotional development	**Mode:** Zoom tutorial **Readings** **Text:** Chapter 6. First Feelings: Emotional development. pp.48-57. **Text:** Chapter 7. Sense of Self and Other: Social development. pp.58-71 **Research:** Chapter: Relationships with peers: Togetherness, cooperation, friendship and belonging, in S. Degotardi and E. Pearson (2014) The Relationships Worlds of Infants and Toddlers (pp.88-106). MaidenHead, UK: Open University Press.
5. 21st March	Teaching to promote language and thinking	**Mode:** Zoom tutorial **Readings** **Text.** Chapter 10: Communicating. Language development, pp. 105-116 (stop at Conversation and story as context for comprehension) **Practitioner article:** Hirsch-Pasek, K. & Golinkoff, R.M. (2018). 'Languagizing' their world. Zero to Three, 38(3), 12-18. **Research:** Degotardi, S. (2017). Joint attention in infant-toddler early childhood programs: its dynamics and potential for collaborative learning. *Contemporary Issues in Early Childhood, 18*(4), 409-421.

6. 28th March	Infant-toddler play and exploration 1: Motor and exploratory learning experiences	**Mode:** Zoom tutorial **Readings** **Text.** Chapter 8: Taking Action: Motor Development. pp.72-88 **Text:** Chapter 9: Thinking: Cognitive development. pp. 89-104 **Research**: Cheeseman, S. (2017). Narratives of infants' encounters with curriculum: Beyond the curriculum of care. Contemporary Issues in Early Childhood, 18(1), 55-66.
7. 4th April	Infant-toddler play and exploration 2: Symbolic and language learning experiences	**Mode:** Zoom tutorial **Readings** **Text.** Chapter 9: Communicating. Language development, pp. 116-118 (from Conversation and story as context for comprehension). **Practitioner article:** Degotardi, S. (2021, March 25). Supporting toddlers' pretend play. *First Five Years*. **https://www.firstfiveyears.org.au/early-learning/supporting-toddlers-pretend-play** **Research**: Fragkiadaki, G., Fleer, M., & Rai, P. (2021). The social and cultural genesis of collective imagnination during infancy. *Learning, Culture and Social Interaction, 29*. https://doi.org/10.1016/j.lcsi.2021.100518
	MID SESSION RECESS	
	MODULE 3: CREATING EFFECTIVE LEARNING ENVIRONMENTS	
8. 25th April	Routines and rituals as learning opportunities	**Mode:** Online independent learning **Readings:** **Text:** Chapter 12. Care routines. Context for joy and learning. pp. 138-147 **Research:** Mortlock, A. (2015). Toddlers' use of peer rituals at mealtime: symbols of togetherness and otherness. *International Journal of Early Years Education, 23*(4), 426-435. doi: 10.1080/09669760.2015.1096237-1
9-12. 2nd – 23rd May	Creating effective learning environments	**Mode:** Online independent learning **Readings:** **Text:** Chapter 11: Play Spaces: Contexts for wonder and learning, pp.121 - 137 **Practitioner:** Gonzalez-Mena, J. (2013). What works? Assessing infant and toddler play environments. *Young Children, September 2013,* pp.22-25. **Research:** Shohet, C., & Klein, P.S. (2010). Effects of variations in toy presentation on social behaviour of infants and toddlers in childcare. *Early Child Development and Care, 180*(6) 823-824, doi: 10.1080/03004430802460997
13 30th May	Assignment 3 consultation (See ilearn site for scheduled opportunities)	

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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
- Assessment Procedure
- Complaints Resolution Procedure for Students and Members of the Public
- Special Consideration Policy

Students seeking more policy resources can visit Student Policies (https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

- All Internal tutorials begin in Week 1 of Session.

- Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

- Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

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

Student Support

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

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant information resources.

- Subject and Research Guides
- Ask a Librarian

Student Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

Changes from Previous Offering

To accommodate demands related to student professional experience, scheduled zoom tutorials are restricted to weeks 2 to 7 inclusive. Students are provided with independent study activities via ilearn to ensure that the full content is delivered during the other weeks.

The 5R Framework and its application in this unit

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Resilience: You will find some of the content and expectations in this unit challenging. The academic staff are here to support, but you will need to demonstrate the resilience required to face these challenges and expand your knowledge and mind-sets

Reflexive: You will be provided with opportunities to reflect on the evidence base about infant-toddler learning and teaching, and consider how this can effectively be applied in practical contexts. You will critically reflect upon the role of the infant-toddler educator, and consider how this role can be successfully incorporated into your developing identity as an early childhood teacher.

 Responsive: You will be expected to engage in respectful and responsive dialogue with your student peers and the academic staff. You will also have the opportunity to be responsive to feedback in order to extend your learning.

 Research-engaged: Across the course of this unit, you will be engaging with research evidence about the nature and effectiveness of infant-toddler pedagogies and learning. You are expected to use this research evidence in your assignments.

Ready to learn: In all aspects of this unit, you are encouraged to maintain an open mind and be prepared to extend your learning and views about the learning and teaching of our youngest citizens. Feedback from academic staff, both in the form of on-going discussion and assignment feedback, is designed to foster your ongoing learning, so we encourage you to take advantage of this feedback.