



ECHE8320

Contemporary Approaches to Infant and Toddler Theory and Practice

Session 1, In person-scheduled-infrequent, North Ryde 2023

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

Sheila Degotardi

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Credit points

10

Prerequisites

[Admission to MTeach(0-5) and (ECED603 or ECHE6030) and (ECED602 or ECHE6020) and (ECED824 or ECHE8240)] or [admission to MEChild or MEd or MEdLead or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description

The recognition of the importance of children's first three years of life has led to an increasing awareness of the specialist nature of infant-toddler education and care services. This unit covers contemporary perspectives that can inform educational programs that aim to support infant-toddler development and learning. Students will build on prior knowledge about children's learning and development to critically reflect on research-based literature and examine its relevance in a range of infant-toddler early childhood programs. Students will design and create a research translation piece to deepen and demonstrate their understanding of the applicability of infant-toddler research to stakeholders in the context of infant and toddler education and care.

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: Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.

ULO2: Identify the implications of these approaches for specialised infant-toddler services and practitioners.

ULO3: Design, develop and evaluate the effectiveness of a research translation piece to

demonstrate the theoretical and practical implications of a chosen topic.

ULO4: Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

General Assessment Information

Please take note of the following important information

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, (a) a penalty for lateness will apply – 5 marks out of 100 credit will be deducted per day (5%) for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical issue.
- This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc). Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a rubric.

- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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.

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 course progression.

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
Video-Log Reading Reflection	25%	No	Log 1- 23:55, 10/3/2023; Log 2 - 23:55, 31/3/2023
Project Proposal	0%	Yes	by 23:55, 14/4/2023
Presentation and peer feedback	20%	No	Presentation 19/5/2023; Peer feedback 23:55, 21/5/2023
Project final report	55%	No	by 23:55, 7/6/2023

Video-Log Reading Reflection

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 15 hours

Due: **Log 1- 23:55, 10/3/2023; Log 2 - 23:55, 31/3/2023**

Weighting: **25%**

Students complete two 5-8 minute video-log critical reflections on a chosen reading

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and

practitioners.

- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

Project Proposal

Assessment Type ¹: Project

Indicative Time on Task ²: 10 hours

Due: **by 23:55, 14/4/2023**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students submit a written proposal detailing the rationale, method and format for their research translation project (Approximately 500 words using a provided pro-forma)

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Design, develop and evaluate the effectiveness of a research translation piece to demonstrate the theoretical and practical implications of a chosen topic.
- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

Presentation and peer feedback

Assessment Type ¹: Presentation

Indicative Time on Task ²: 20 hours

Due: **Presentation 19/5/2023; Peer feedback 23:55, 21/5/2023**

Weighting: **20%**

Students complete a 10-minute presentation on their project progress and provide written peer feedback

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.

- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design, develop and evaluate the effectiveness of a research translation piece to demonstrate the theoretical and practical implications of a chosen topic.
- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

Project final report

Assessment Type ¹: Project

Indicative Time on Task ²: 60 hours

Due: **by 23:55, 7/6/2023**

Weighting: **55%**

Students complete a final report and critical discussion of their project (Approximately 2200 words)

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design, develop and evaluate the effectiveness of a research translation piece to demonstrate the theoretical and practical implications of a chosen topic.
- Demonstrate professional responsibility of your own and others' learning by providing and responding to supportive, informed and reflective feedback.

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

ECHE8320 is delivered fully online.

The unit content, delivered via unit readings and assignment tasks, is supported by VoiceThread interactive discussion / presentation forums, Zoom online webinar meetings and regular iLearn discussion forum tools.

This unit has a full web presence through iLearn. Students will need regular access to a computer and the Internet to complete this unit.

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

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

Scheduled small group Zoom meetings will be arranged at the beginning of the session.

- On the **6th of April**, students will engage in one Zoom session with the unit convener before their submission of assignment 2: Project proposal.
- Assignment 3 - Progress Presentation will take place on the **19th of May**.

The precise times for these sessions will be determined early in the study session, and will depend upon the availability and time-zones of students and the unit convener.

Individual consultations with the unit convener

The unit convener is available for individual consultations via email or Zoom. Please contact her via the iLearn dialogue for an appointment to chat.

Unit web-page

There is a website for this unit. Access to this unit is available online through **iLearn** ([iLearn \(iLearn.mq.edu.au\)](http://iLearn.mq.edu.au)). You will need to login using your Macquarie ID. This site is an essential unit resource. **You are required to check this website at least twice per week** for any announcements. In addition, it has the following features and functions:

Study and assignment resources

Assignment submission links: For you to submit your assignment work

Dialogue: for private messages to teaching staff.

Please note that teaching staff will respond to dialogue emails in a timely manner. Please be aware that they have multiple teaching, research and administrative commitments so it may take a couple of days to respond. It is unrealistic to expect teaching staff to respond after work hours or during weekend.

Study Resources

There is no required text for this unit. Instead, you will be provided with some research-based literature for weeks 1 to 6, and are then expected to source your own literature to assist with the completion of your assignments.

The required readings are listed in the Weekly content section of this Unit Guide. These readings can all be found using multisearch function, or by accessing the specific journal via the library website. A Leganto reading list has also been established for your convenience.

There are also many pedagogical or development books about infant and toddlers in the library. The following list contains some research-based literature that pertains specifically to infant-toddler curriculum, pedagogy and development.

Research-based books

Abbott, L., & Langston, A. (2002) *Birth to three matters: A framework to support children in their earliest years*. London, DfES/Surestart.

Berthelsen, D., Brownlee, J. & Johansson, E. (Eds.) (2009). *Participatory learning in the early years: Research and pedagogy*, Oxon, UK, Routledge.

Degotardi, S., & Pearson, E (2014). *The relationship worlds of infants and toddlers: Multiple perspectives from early years research and practice*. Maidenhead, UK: Open University Press.

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

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

Johansson, E., & White, E.J (2011). *Educational research with our youngest: Voices of infants and toddlers*. Dordrecht: Springer

Li, Quiñones, G., & Ridgway, A. (2017). *Studying babies and toddlers: relationships in cultural contexts* (Li, G. Quiñones, & A. Ridgway, Eds.). Springer.

Press, & Cheeseman, S. (2022). *(Re)conceptualising Children's Rights in Infant-Toddler Care and Education: Transnational Conversations* (Vol. 4). Springer International Publishing AG.

Ridgway, Quiñones, G., & Li, L. (2020). *Peer Play and Relationships in Early Childhood: International Research Perspectives*. Springer International Publishing AG.

Harrison, L., & Sumsion, J. (2014). *Lived spaces of infant-toddler education and care: Exploring diverse perspectives on theory, research and practice*. Dordrecht, The Netherlands: Springer.

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

White, E.J & Dalli, C. (Eds.). *Under-three Year Olds in Policy and Practice*. Singapore: Springer

Some suggested book chapters (although see above for edited books in infant-toddler ECEC):

Brooker, L. (2009) Just like having a best friend: How babies and toddlers construct relationships with their key workers in nurseries. In Papatheodorou, T. & Moyles, J. (Eds.) *Learning together in the early years: Exploring relational pedagogy*. Oxon, UK, Routledge.

Degotardi, S. (2015) Expressing, interpreting and exchanging perspectives during infant-toddler social interactions: The significance of acting with others in mind. In L. Harrison and J Sumsion (Eds.). *Lived spaces of infant-toddler education and care: exploring diverse perspectives on theory, research and practice*, pp187-199.. Dordrecht, The Netherlands: Springer.

Hay, D. F., Caplan, M. & Nash, A. (2009). The beginnings of peer relations. In Rubin, K. H., Bukowski, W. M. & Laurson, B. (Eds.) *Handbook of peer interactions, relationships, and groups*. New York, The Guilford Press.

Mitchelmore, S., Degotardi, S., & Fleet, A. (2017). The richness of everyday moments: Bringing visibility to the qualities of care within pedagogical spaces (87-99). In White, E.J and Dalli, C. (Eds.). *Under-three Year Olds in Policy and Practice*. Singapore: Springer

Singer, E. & De Haan, D. (2007) Social life of young children: Co-construction of shared meanings and togetherness, humour, and conflicts in child care centres. In Spodek, B. & Saracho, O. N. (Eds.) *Contemporary perspectives on research in early childhood social learning*. Charlotte, N.C., Information Age Publishers.

Journal Special Issues

Contemporary Issues in Early Childhood, 18(4): Special Issue: (Re)-conceptualising relationships in infant-toddler pedagogy

Early Education and Development, 27 (2): Special Issue: Infants and toddlers in group care

Early Years: An International Research Journal, 32 (2): Special issue: Professional issues in work with babies and toddlers

European Early Childhood Education Research Journal, 19 (2): Special Issue – Birth to three

International Journal of Early Childhood, 10 (1): Special issue on children under 3

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/. 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.

Unit Schedule

<p>Week 1: 20th Feb</p>	<p>Conceptualisations of 'quality' in infant-toddler early childhood programs</p>	<p>Read at least 3 from:</p> <p>Bjørnstad, E., Broekhuizen, m. L., Os, E., & Baustad, A. (2020). Interaction Quality in Norwegian ECEC for Toddlers Measured with the Caregiver Interaction Profile (CIP) Scales. <i>Scandinavian Journal of Educational Research</i> 64 (6): 901-920. http://doi.org/10.1080/00313831.2019.1639813.</p> <p>Choi, Ji Young, Diane Horm, Shinyoung Jeon, and Dahyung Ryu. 2019. "Do Stability of Care and Teacher-Child Interaction Quality Predict Child Outcomes in Early Head Start?" <i>Early Education and Development</i> 30 (3): 337-356. http://doi.org/10.1080/10409289.2018.1546096.</p> <p>Degotardi, S., Han, F., & Torr, J. (2018). Infants' experience with 'near and clear' educator talk: individual variation and its relationship to indicators of quality. <i>International Journal of Early Years Education</i>, doi: 10.1080/09669760.2018.1479632</p> <p>King, E. K., Pierro, R. C., Li, J., Porterfield, M. L., & Rucker, L. (2016). Classroom quality in infant and toddler classrooms: impact of age and programme type. <i>Early Child Development and Care</i>, 25, 875-893. doi:10.1080/03004430.2015.1134521</p> <p>La Paro, K. & Gloeckler, L. (2016). The context of child care for toddlers: The "experience expectable environment". <i>Early Childhood Education Journal</i>, 44, 147-153. doi: 10.1007/s10643-015-0699-0</p> <p>Li, W., Farkas, G., Duncan, G., Burchinal, M. R., & Vandell, D. (2013). Timing of high quality child care and contitive, language, and preacademic development. <i>Developmental Psychology</i>, 49(8), 1440-1451. doi:10.1037/a0030613</p>
<p>Week 2: 27th Feb</p>	<p>Challenges and debates</p>	<p>Read at least 3 from:</p> <p>Cumming, T., Wong, S., & Logan, H. (2021). Early Childhood Educators' Well-Being, Work Environments and 'Quality': Possibilities for Changing Policy and Practice. <i>Australasian Journal of Early Childhood</i> 46(1): 50–65.http://doi.org/10.1177/1836939120979064</p> <p>Davis, B., & Degotardi, S. (2015). Who cares: Infant educators' responses to professional discourses of care. <i>Early Child Development and Care</i>. doi:10.1080/03004430.2015.1028385</p> <p>Davis, B. & Dunn, R. (2019). Professional identity in the infant room. <i>Australasian Journal of Early Childhood</i>, 44(3), 244-256. doi: 10.1177/1836939119855222</p> <p>Kwon, K., Malek, A., Horm, D., & Castle, S. (2020). Turnover and Retention of Infant-Toddler Teachers: Reasons, Consequences, and Implications for Practice and Policy. <i>Children and Youth Services Review</i> 115 (105061). http://doi.org/10.1016/j.chilyouth.2020.105061</p> <p>Leifield, L. (2020). Influential others: Infant/toddler teachers' perspectives on entry into and retention in the infant/toddler workforce. <i>Early Years: An International Research journal</i>. Doi:10.1080/09575146.2020.1771546</p> <p>Redman, Harrison, L. J., & Djonov, E. (2022). Education versus care for infants and toddlers: the Australian early childhood challenge. <i>Early Child Development and Care : ECDC</i>, 192(13), 2118–2127. https://doi.org/10.1080/03004430.2021.1990904</p>

<p>Week 3: 6th March</p>	<p>Conceptualising curriculum 1: Play and exploration</p>	<p>Read at least 3 from:</p> <p>Degotardi, S. (2013). "I think, I can": Acknowledging and promoting agency during educator-infant play. In O. F. Lillemyr, S. Dockett, & B. Perry (Eds.), <i>Varied perspectives on play and learning: Theory and research on early years education</i>. Charlotte, NC: Information Age Publishing.</p> <p>Degotardi, S. (2017). Joint attention in infant-toddler early childhood programs: Its dynamics and potential for collaborative learning. <i>Contemporary Issues in Early Childhood</i>, 18(4), 409-421, doi: 10.1177/1463949117742786.</p> <p>Morrissey, A (2014). Scaffolding, analysis and materials: Contributing factors in an unexpected finding of advanced infant/toddler pretend play. <i>Journal of Early Childhood Research</i>, 12(2), 195-213. doi: 10.1177/1476718X13515428</p> <p>Ridgway, A., Li, L., & Quiñones, G. (2016). Visual narrative methodology in educational research with babies: triadic play in babies' room. <i>Video Journal of Education and Pedagogy</i>, 1(1), 1. doi:10.1186/s40990-016-0005-0</p> <p>Fragkiadaki, G., Fleeer, M., & Rai, P. (2021). The Social and Cultural Genesis of Collective Imagination During Infancy. <i>Learning, Culture and Social Interaction</i> 29. http://doi.org/10.1016/j.lcsi.2021.100518.</p> <p>Jacobson, S. & Degotardi, S (2022). A dynamic systems approach to joint attention in infant-toddler early childhood centre contexts. <i>Journal of Culture, Learning and Social Interaction</i>, 32, 100547. doi.org/10.1016/j.lcsi.2021.100574</p> <p>Little. (2022). "It's about Taking the Risk": Exploring Toddlers' Risky Play in a Redesigned Outdoor Space. <i>Education Sciences</i>, 12(10), 677–. https://doi.org/10.3390/educsci12100677</p> <p>Salamon, A., & Harrison, L. (2015). Early childhood educators' conceptions of infants' capabilities: the nexus between beliefs and practice. <i>Early Years: An International Research Journal</i>, 35(3), 273-288. doi:10.1080/09575146.2015.1042961</p> <p>Shin, M. & Partyka, T. (2017). Empowering Infants Through Responsive and Intentional Play Activities. <i>International Journal of Early Years Education</i> 25 (2):127-142. http://doi.org/10.1080/09669760.2017.1291331.</p>
<p>Video-Log entry 1 due Friday 10th March</p>		
<p>Week 4: 13th March</p>	<p>Conceptualising curriculum 2: Routines, rituals and interactions</p>	<p>Read at least 3 from:</p> <p>Degotardi, S., Torr, J., & Nguyen, N.T (2016). Infant-toddler educator' language support practices during snack-time. <i>Australasian Journal of Early Childhood</i>, 41(4), 52-62</p> <p>Degotardi, S. (2010). High-quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine contexts. <i>International Journal of Early Years Education</i>, 18(1), 27-41.</p> <p>Klette, T., Drugli, M.B., & Aandahl, A.M (2018). Together and alone: a study of interactions between toddlers and childcare providers during mealtime in Norwegian childcare centres. <i>Early Child Development and Care</i>, 188(3), 287-298, Doi: 10.1080/03004430.2016.1220943</p> <p>Malek-Lasater, A.D., Kwon, K., Horm, D.M., Sisson, S.D., Dev, D.A., & Castle, S.L. (2021). Supporting Children's Health Development During Mealtime in Early Childhood Settings. <i>Early Childhood Education Journal</i>. https://doi.org/10.1007/s10643-020-01137-2</p> <p>Mortlock, A. (2015). Toddlers' use of peer rituals at mealtime: symbols of togetherness and otherness. <i>International Journal of Early Years Education</i>, 23(4), 426-435. doi: 10.1080/09669760.2015.1096237-1</p> <p>Tamis-LeMonda, C.S., Custode, S., Kuchiriko, Y., Escobar, K., & Lo, T. (2018). Routine language: Speech directed to infants during home activities. <i>Child Development</i>, doi: 10.1111/cdev.13089</p>

<p>Week 5 & 6: 20th and 27th March</p>	<p>Relationship-based pedagogies</p>	<p>Read at least 6 from:</p> <p>Degotardi, S. (2015). Mind mindedness: Forms, features and implications for infant-toddler pedagogy. In S. Robson & S. F. Quinn (Eds.), <i>Routledge International Handbook of Young Children's Thinking</i>. London: Routledge.</p> <p>Hannikainen, M., (2015). The teacher's lap - a site of emotional well-being for the younger children in day-care groups. <i>Early Child Development and Care</i>, 185(5), 752-765, doi: 10.1080/03004430.2014.957690</p>
		<p>Katz, F. A. N., V., Zurmehly, D., & Sanderson, M. (2021). Making visible acts of caring among infants & toddlers. <i>Pedagogies: an International Journal.</i>, 16(3), 225–240. https://doi.org/10.1080/1554480X.2020.1763800</p> <p>Shin, M. (2010). Peeking at the relationship world of infant friends and caregivers. <i>Journal of early childhood research</i>, 8(3), 294-302. doi: 10.1177/1476718X10366777</p> <p>Redder, B., & White, J. (2017). Implicating Teachers in Infant-Peer Relationships: Teacher Answerability through Alteric Acts. <i>Contemporary Issues in Early Childhood</i>, 18(4): 422-433. http://doi.org/10.1177/1463949117742782.</p> <p>Laurin, D. E., Guss, S. S., & Horn, D. (2021). Caregiver-Infant and Toddler Interactions During Diapering: Caregiver Responsiveness and Child Well-Being and Involvement. <i>Infant Mental Health Journal</i> 1-14. https://doi.org/10.1002/imhj.21933</p> <p>Recchia, S.L., Shin, M., & Snaider, C. (2018). Where is the love? Developing loving relationships as an essential component of professional infant care. <i>International Journal of Early Years Education</i>, 26(2), doi: 10.1080/09669760.2018.1461614</p> <p>Seaman, H. & Giles P. (2021). Supporting Children's Social and Emotional Well-being in the Early Years: An Exploration of Practitioners' Perceptions. <i>Early Child Development and Care</i> 191(6):861-875. http://doi.org/10.1080/03004430.2019.1649668.</p>
<p>Video-Log entry 2 due Friday 31st March</p>		
<p>Week 7: 3rd April</p>	<p>Project Preparation</p>	<p>Please ensure that you attend your scheduled consultation meeting with the unit convener on the 6th April (specific arrangements will be made at the beginning of the session)</p>
<p>10th – 23rd April</p>	<p>Mid Session Recess</p>	
<p>Assignment 2: Project Proposal due Friday 14th April</p>		
<p>Week 8: 24th April</p>	<p>Project implementation</p>	
<p>Week 9: 1st May</p>	<p>Project implementation</p>	
<p>Week 10: 8th May</p>	<p>Project implementation</p>	
<p>Week 11: 15th May</p>	<p>Prepare for Presentation</p> <p>Assignment 3a: Presentation on 19th May during scheduled Zoom meeting</p> <p>Assignment 3b: Peer Feedback due 21st May</p>	

Week 12: 22 nd May	Project completion and report writing
Week 13: 29 th May	Project completion and report writing
<u>Assignment 4 due Wednesday 7th June</u>	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](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 \(https://students.mq.edu.au/support/study/policies\)](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 \(https://policies.mq.edu.au\)](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](#).

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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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

The prescribed reading list has been updated from that provided in 2022 to reflect the contemporary research context.

The 5Rs Framework and its applicability to 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 research and consider how this can effectively be applied in practical contexts. You will critically reflect upon the challenge of interpreting and translating complex research information so that its key messages are accessible to a wider community audience.

Responsive: You will be expected to engage in respectful and responsive dialogue with your student peers and the academic staff. You will also be expected 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, and use research processes to identify and interpret relevant data.

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.