ECHE3110
Infant and Toddler Curriculum and Pedagogy
Session 1, Online-scheduled-weekday 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff
Lecturer
Sheila Degotardi
sheila.degotardi@mq.edu.au
Contact via via ilearn dialogue
29 WW 277
by appointment

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

Credit points
10

Prerequisites
130cp at 1000 level or above including (EDST3020 or EDST302) 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.

ASSIGNMENT PRESENTATION AND SUBMISSION

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

• 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).
• Students must regularly save a copy of all assignments before submission.
• It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
• 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 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.

**Academic honesty and integrity**

Students should be aware of and apply the University policy on academic honesty (see: [https://policies.mq.edu.au/document/view.php?id=3](https://policies.mq.edu.au/document/view.php?id=3))

**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.

**FURTHER ASSESSMENT AND SUBMISSION INFORMATION**

**Submission, late submission and extensions**

- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- 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.

- Unless a Special Consideration (see: [https://students.mq.edu.au/study/assessment-exams/special-consideration](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.

- Applications for extensions must be made via AskMQ ([https://ask.mq.edu.au/](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.

Marking and moderation

- All assessments are marked using a rubric.
- Marking of all assessments is moderated by 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.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Descriptor</th>
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</thead>
<tbody>
<tr>
<td>HD (High Distinction)</td>
<td>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.</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>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.</td>
</tr>
<tr>
<td>Cr (Credit)</td>
<td>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.</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>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</td>
</tr>
</tbody>
</table>
### Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Synthesis</td>
<td>40%</td>
<td>No</td>
<td>23-55 on Sunday 17-3-24</td>
</tr>
<tr>
<td>Evidence based intentional teaching</td>
<td>60%</td>
<td>No</td>
<td>23:55 on Sunday 28-4-24</td>
</tr>
</tbody>
</table>

### Research Synthesis

**Assessment Type**: Literature review  
**Indicative Time on Task**: 40 hours  
**Due**: 23-55 on Sunday 17-3-24  
**Weighting**: 40%

Students source and synthesise from findings from research articles on a specified topic related to high-quality pedagogies. 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.
Evidence based intentional teaching

Assessment Type 1: Learning plan
Indicative Time on Task 2: 60 hours
Due: 23:55 on Sunday 28-4-24
Weighting: 60%

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. Students will i) design and present their resource, ii) design a learning area in which they would present their resource to the children, iii) explain and justify the resource and learning-space design in terms of its learning / development potential and iv) draw on an infant-toddler research evidence base to identify and discuss pedagogies that will effectively support the learning / development identified in iii). (Visual representation of learning resource, plus up to 1800 words explanation and analysis)

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

Content delivery commences in week 1 of the session.

- Lectures are delivered online through ECHO360. Lectures include reflection questions that students are required to complete prior to the relevant weekly tutorial.
- Face-to-face on-campus tutorials, which occur during the weekly timetabled times, commence in week 1 and continue to week 8 inclusive. 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.**
- Content delivery ends after week 8, and the final assignment is due prior to the commencement of week 9

Tutorial Expectations:

- Attendance at all tutorials is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.
- Students are required to read weekly readings, listen to weekly lecture and complete associated tasks before attending tutorials

Structure

The unit comprises a weekly online lecture and a 2-hour tutorial. 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.

UNIT WEBSITE AND STAFF CONTACT

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

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):**


**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:


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


**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](http://www.triangle.co.uk/ciec))

Early Childhood Research and Practice (online [http://ecrp.uiuc.edu/index.html](http://ecrp.uiuc.edu/index.html))
**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 tutorial time. Also note that the unit is delivered from weeks 1 - 8 inclusive, and face-to-face tutorials occur on each of these weeks.

| Module 1: High Quality Infant-Toddler Pedagogies |
| --- | --- | --- |
| **Content week** | **Topic** | **Teaching mode and Required Readings** |
| 1. 19th Feb | The infant-toddler specialist teacher | Readings:  
| 2. 26th Feb | Conceptualising quality in birth to two settings 1: Perspectives on learning and curriculum | Mode: Face-to-Face tutorial  
Readings  
Text: Chapter 1: Infants as active meaning makers. pp. 3-6  
| 3. 4th March | Conceptualising quality in birth to two settings 2: Evidence-based pedagogies | Readings  
Text Chapter 2: Relationships shape the developing brain. pp.7-17.  
### MODULE 2: TEACHING TO PROMOTE LEARNING AND DEVELOPMENT

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11th March</td>
<td>Teaching to promote social and emotional development</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Text:</strong> Chapter 6. First Feelings: Emotional development, pp.48-57.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Text:</strong> Chapter 7. Sense of Self and Other: Social development. pp.58-71</td>
</tr>
<tr>
<td>18th March</td>
<td>Teaching to promote language and thinking</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Text:</strong> Chapter 10: Communicating. Language development, pp. 105-116 (stop at Conversation and story as context for comprehension)</td>
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<td></td>
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<td>Zero to Three, 38(3), 12-18.</td>
</tr>
<tr>
<td>25th March</td>
<td>Infant-toddler play and exploration 1: Motor and exploratory learning experiences</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Text:</strong> Chapter 8: Taking Action: Motor Development. pp.72-88</td>
</tr>
<tr>
<td></td>
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<td><strong>Text:</strong> Chapter 3: Knowledge from the infants’ point of view, pp.18-25</td>
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<td></td>
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<td><strong>Text:</strong> Chapter 9: Thinking: Cognitive development. pp. 89-104</td>
</tr>
<tr>
<td>1st April</td>
<td>Infant-toddler play and exploration 2: Symbolic and language learning experiences</td>
<td><strong>Readings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Text:</strong> Chapter 9: Communicating. Language development, pp. 116-118 (from Conversation and story as context for comprehension).</td>
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</table>

### MODULE 3: CREATING EFFECTIVE LEARNING ENVIRONMENTS

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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th April</td>
<td>Creating effective learning environments</td>
<td><strong>Readings:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Text:</strong> Chapter 11: Play Spaces: Contexts for wonder and learning, pp.121 - 137</td>
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</tbody>
</table>
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
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

To accommodate demands related to student professional experience the unit is now delivered from weeks 1-8 inclusive, with the final assignment due prior to professional placements which start for some students in week 9. In response to student feedback, tutorials have also increased
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.