



ECHE1180

Infancy and Early Development

Session 2, In person-scheduled-weekday, North Ryde 2024

Macquarie School of Education

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Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

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Unit convenor & lecturer

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Credit points

10

Prerequisites

Corequisites

Co-badged status

Unit description

This unit focuses on the development of infants and young children aged 0-3 years within the Australian social context. Theories and research, which attempts to describe and explain early childhood development and individual differences are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are also examined. Teacher Education Students are encouraged to make links between content, research, to observations and experiences with infants and very young children within early childhood settings.

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: Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.

ULO2: Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.

ULO3: Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

General Assessment Information

Detailed information about assessment tasks is provided on the unit iLearn site.

- 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 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). 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 clear marking scheme or 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.
- **Quizzes** are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion.
- Students are required to submit their own work. Submissions should not include or report any content or ideas generated by third parties or artificial intelligence, including but not limited to ChatGPT.
- **In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.**

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 (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PEX 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

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 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
Topic quiz	15%	No	between 12:00 and 23:59 15/08/2024
Analysis of research	50%	No	23:55 16/09/2024
Supporting child development	35%	No	23:55 21/10/2024

Topic quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **between 12:00 and 23:59 15/08/2024**

Weighting: **15%**

Online quiz covering content from Weeks 1 - 4

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.

Analysis of research

Assessment Type ¹: Essay

Indicative Time on Task ²: 48 hours

Due: **23:55 16/09/2024**

Weighting: **50%**

1800 word Analysis of AEDC data

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

Supporting child development

Assessment Type ¹: Presentation

Indicative Time on Task ²: 28 hours

Due: **23:55 21/10/2024**

Weighting: **35%**

Professional Development presentation for educators working with infants and/or toddlers

On successful completion you will be able to:

- Apply knowledge of theory, current research, and issues in infancy and early development to early childhood settings.
- Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds.
- Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development.

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

Required and recommended texts

Prescribed Text:

Hoffnung, M., Hoffnung, J., Seifert, K., Hine, A., Pause, C., Ward, L., Signal, T., Swabey, K., Yates, K., & Burton Smith, R. (2023). *Lifespan development* (5th Australasian edition). Wiley.

In addition to chapters from the text, there are supplementary weekly readings associated with some topics (available through library/Leganto unit readings) - refer to iLearn for details.

Information about the unit iLearn site

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

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important information will be posted here, as will other relevant unit notices and materials.

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

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures prior to attending the associated tutorial.

PowerPoint slides are available on iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

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.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Other useful information about how the teaching is structured. Suggested wording below. Please amend for your unit.

Structure

The unit structure can be found in the university timetable [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

WEEKDAY students will attend ONE 2-hour tutorial per week. Classes are scheduled for:

Wednesdays 9.00 - 11.00am, 11.00am - 1.00pm and 2.00 - 4.00pm

Thursday 9.00 - 11.00am, 11.00am - 1.00pm and 2.00 - 4.00pm

INF students will attend THREE On Campus sessions:

Day 1: Saturday 17th August (10am - 2pm)

Day 2: Wednesday 18th September (9am - 5pm)

Day 3: Saturday 26th October (9am - 2pm)

Note: It is essential that you [register](#) in classes.

In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. **Some assessment tasks will be completed in tutorial time.**

The weekly program for the course with the accompanying readings/ preparation is available on the following pages and on the unit iLearn site. The iLearn site for the unit also provides links to additional readings, resources and materials.

Unit Schedule

The following provides a brief overview of weekly topics covered in the unit. Please **refer to the Lecture and Readings document on iLearn** for further details.

Week beginning	Weekly topics
Week 1 22 July	Research methods
	Introduction to theories 1
Week 2 29 July	Introduction to theories 2
Week 3 5 August	Genetics & individual differences
	Prenatal development
Week 4 12 August	Developmental neuroscience

	Major studies of child development
Week 5 19 August	Physical development
	Motor development
Week 6 26 August	Perception
Week 7 2 September	Cognition
Week 8 9 September	Joint attention & mind-mindedness
	Language development
16 - 27 September	Mid-semester recess (Note: 2nd On campus session for INFQ mode students 18 September)
Week 9 30 September	Attachment
	Temperament
Week 10 7 October	Emotion
	Development of Self
Week 11 14 October	Parenting
	Peers
Week 12 21 October	No content – presentations in tutorials
Week 13 28 Oct	No content – presentations in tutorials

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](#).

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

See the university timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

Activities completed during weekly tutorials (internal/DAY) or on campus days (external/INFQ mode) 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. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements. Some assessment tasks will also be completed in tutorial time.

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

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](#)

- The on-campus sessions are **essential** to student engagement and learning and attendance on all days is expected. **Some assessment tasks will also be completed on these days.** Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings, listened to the lectures and completed online tasks where required. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures/completing topic tasks on a weekly basis.

- Further specific details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Fail Rule

This unit is part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with General Coursework Rules.

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.

5 Rs Framework

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 practiced inside and outside of the classroom.

In order to be more resilient to the stresses of the teaching environment, teachers need to be aware of, and maintain, their holistic health and sense of coherence. They need the confidence and clarity of mind to manage uncertain and complex issues and unexpected events whenever they arise in their career.

Teaching is demanding for everyone; however, it has been observed that the teachers who thrive on challenges are those who are able to draw on their personal resources and the social and structural supports around them.

- Assignment feedback aims to focus on development of academic skills and critical thinking to encourage students to use feedback on assignments to improve performance.

Reflexive in their teaching practice.

Teaching is about understanding multiple and changing ecologies of learning. This encompasses individual students' needs, the affordances of classroom spaces, student and teacher relationships, curriculums, school culture, parental expectations, community demographics and needs and expectations of the profession, and the effects of government policy.

Teachers must recognise and mediate all these elements, along with their own motivations and

priorities. A reflexive approach to teaching assists in making effective and impactful decisions that ensure quality student outcomes on a daily basis.

- Tutorial activities encourage examination of alternative interpretations of developmental research and critical thinking about own future role and implications for practice.

Responsive to children, colleagues, parents and professional communities.

Teaching is a relational profession. The best teachers make deep connections with their students, parents and communities. Most of us remember a great teacher, not because of what they taught, but because they were *inspiring*. They engaged us through the personal connections they made with us, and their recognisable care for our wellbeing and success.

- In tutorials students engage in an interactive game looking at how children's early experiences impact brain development and later outcomes for children and examine ways of providing optimal environments and experiences for children to support positive outcomes. Developing deep connections with parents and communities assists teachers in supporting families in providing positive experiences for their child.

Ready to learn.

When teachers graduate from university, they are far from the end of their learning journey, but rather just at the beginning.

The ongoing pursuit of learning is a mark of a quality teacher. There are always new methods and ideas to try. But in practice, learning needs are not a one-size-fits-all affair. Teachers need to identify their individual learning needs within the context of their career. Then, they can pursue that learning to the benefit of both themselves and their students.

- Students are supported to develop an understanding that research provides the evidence base to inform practice and to identify strategies for supporting children's development.

Research engaged throughout their career.

Effective teaching practice is based on evidence. This evidence can come from their own research in the classroom and the latest academic research in learning, teaching, motivation, cognition, curriculum, technologies and spaces, to name a few. A critical understanding of data is essential, allowing it to be analysed and woven back into practice.

- Lectures cover research methods used in child development research including specific reference to findings from the major longitudinal studies of child development (e.g. AEDC, NICHD, LSAC & LSIC).

- The major assignments require students to engage with child development research and consider implications for practice based on the research evidence. In particular, students analyse data from the AEDC to consider factors that impact children's development in the early years and how this influences later developmental and academic outcomes.

The 5Rs framework can help teachers stay focused on what's important. It can give teachers the confidence to keep at their career, strive for personal improvement and maximise their positive impact on children.

Changes since First Published

Date	Description
08/07/2024	Due date for assessment task 2 revised

Unit information based on version 2024.02 of the [Handbook](#)