



ECHE3110

Infant and Toddler Curriculum and Pedagogy

Session 1, Online-scheduled-weekday 2025

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

Unit convenor and teaching staff

Lecturer

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Contact via via iLearn dialogue

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by appointment

Convener and tutor

Natalie Brand

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Credit points

10

Prerequisites

130cp at 1000 level or above including (EDST3020 or EDST302) and (EDST1508 or 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

- Please format assessments using 12-point font and 1.5 spacing.
- All assessments must be submitted electronically.
- Turnitin plagiarism detection software is used to check all written assessments. It is the responsibility of all students to ensure that their submitted work is in a format compatible with Turnitin software for plagiarism checking.
- Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. Failure to submit work in an acceptable format may result in delays in processing your submission and potential penalties for non-compliance with assessment requirements. If you are unsure about the file format or have technical difficulties, it is your responsibility to seek assistance before the submission deadline.
- Students should be careful to 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. 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 contact the unit convenor.

- 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.
- Word limits are strictly applied. Work above the word limit will not be marked.

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University policy on academic integrity (see: <https://policies.mq.edu.au/document/view.php?id=3>). Any student suspected of using unauthorised AI in an assignment will be referred to the Faculty of Arts Discipline Committee. Penalties can include reduced marks for an assessment, being awarded '0' for a task, failing an entire unit, being excluded from a course of study. Please see each assessment task description/rubric for expectations about AI.

Special Consideration / Late Penalties

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day an assessment is not submitted, up until the 7th day (including weekends) (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>). Applications for extensions must be made via [Service Connect](#). 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 assessments (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. A Special Consideration outcome may result in a new question or topic.

Marking

All assessments are marked using a rubric.

Marking of all assessments is moderated by the Unit Convenor.

University Policy on Grading

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the [University's Grading System](#) and [University Assessment Policy](#).

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via [Service Connect](#) 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 because

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 [Service Connect](#).

Assessment Tasks

Name	Weighting	Hurdle	Due
Research Synthesis	50%	No	23/03/2025
Evidence based intentional teaching	50%	No	10/06/2025

Research Synthesis

Assessment Type [1](#): Literature review

Indicative Time on Task [2](#): 50 hours

Due: **23/03/2025**

Weighting: **50%**

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](#): 50 hours

Due: **10/06/2025**

Weighting: **50%**

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 7. Content for week 8 is delivered online via iLearn. 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.**

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. Assistance is available from IT Helpdesk: via email onehelp@mq.edu.au or Ph: 9850 4357 or 1800 67 4357. On Campus: Ground floor at 18 Wally's Walk.

REQUIRED TEXT AND READINGS

Required text (available via Booktopia and other book stores):

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 tutorial time. The content of weeks 1 - 7 is delivered via a weekly Zoom tutorial. The content of Module 3 is delivered online after week 7, via ilearn tasks which will scaffold the completion of assignment 2.

MODULE 1: HIGH QUALITY INFANT-TODDLER PEDAGOGIES
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Content week	Topic	Teaching mode and Required Readings
1. 24 th Feb	The infant-toddler specialist teacher	<p>Readings:</p> <p>Text Chapter 14: Who cares for babies? pp. 160-167</p> <p>Practitioner article: Powell, H. (2018) More than just nappy changes and sleep times. <i>Educating Young Children</i>, 24(1), 29-30.</p> <p>Research: Davis, B. & Dunn, R. (2019). Professional identity in the infant room. <i>Australasian Journal of Early Childhood</i>, Doi: 10.1177/1836939119855222</p>
2. 3 rd Mar	Conceptualising quality in birth to two settings 1: Perspectives on learning and curriculum	<p>Mode: Face-to-Face tutorial</p> <p>Readings</p> <p>Text: Chapter 1: Infants as active meaning makers. pp. 3-6</p> <p>Text: Chapter 12. Care routines. Context for joy and learning. pp. 138-147</p> <p>Research: 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>
3. 10 th Mar	Conceptualising quality in birth to two settings 2: Evidence-based pedagogies	<p>Readings</p> <p>Text Chapter 2: Relationships shape the developing brain. pp.7-17.</p> <p>Practitioner article: Degotardi, S (2021). Quality programs for birth to threes. <i>First Five Years</i>. https://www.firstfiveyears.org.au/early-learning/quality-programs-for-birth-to-threes</p> <p>Research: Degotardi, S. (2010). High quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine experiences. <i>International Journal of Early Years Education</i>, 18(1), 27-41.</p>
MODULE 2: TEACHING TO PROMOTE LEARNING AND DEVELOPMENT		
4. 17 th March	Teaching to promote social and emotional development	<p>Readings</p> <p>Text: Chapter 6. First Feelings: Emotional development. pp.48-57.</p> <p>Text: Chapter 7. Sense of Self and Other: Social development. pp.58-71</p> <p>Research: Chapter: Relationships with peers: Togetherness, cooperation, friendship and belonging, in S. Degotardi and E. Pearson (2014) <i>The Relationships Worlds of Infants and Toddlers</i> (pp.88-106). Maidenhead, UK: Open University Press.</p>
5. 24 th Mar	Teaching to promote language and thinking	<p>Readings</p> <p>Text. Chapter 10: Communicating. Language development, pp. 105-116 (stop at Conversation and story as context for comprehension)</p> <p>Practitioner article: Hirsch-Pasek, K. & Golinkoff, R.M. (2018). 'Languagizing' their world. <i>Zero to Three</i>, 38(3), 12-18.</p> <p>Research: 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.</p>

6. 31 st Mar	Infant-toddler play and exploration 1: Motor and exploratory learning experiences	Readings Text. Chapter 8: Taking Action: Motor Development. pp.72-88 Text: Chapter 3: Knowledge from the infants' point of view. pp.18-25 Text: Chapter 9: Thinking: Cognitive development. pp. 89-104 Research: Cheeseman, S. (2017). Narratives of infants' encounters with curriculum: Beyond the curriculum of care. <i>Contemporary Issues in Early Childhood</i> , 18(1), 55-66.
7. 7 th April	Infant-toddler play and exploration 2: Symbolic and language learning experiences	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. <i>First Five Years</i> . https://www.firstfiveyears.org.au/early-learning/supporting-toddlers-pretend-play Research: Fragkiadaki, G., Flee, M., & Rai, P. (2021). The social and cultural genesis of collective imagination during infancy. <i>Learning, Culture and Social Interaction</i> , 29. https://doi.org/10.1016/j.lcsi.2021.100518
MODULE 3: CREATING EFFECTIVE LEARNING ENVIRONMENTS (DELIVERED ONLINE)		
Week 8 28 th April.	(delivered via ilearn) Creating effective learning environments.	<i>Students must complete the readings, lecture and online tasks prior to week 13 in order to prepare adequately for Assignment 2</i> 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. <i>Young Children</i> , 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. <i>Early Child Development and Care</i> , 180(6) 823-824, doi: 10.1080/03004430802460997
Week 13 2 nd June	Assignment 2 consultation	Please ensure that you have started Assignment 2 and bring your questions to the tutorial

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 connect.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.

Academic Progression Policy

This unit is a 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 the General Coursework Rules.

Attendance and Participation

Please note that tutorials commence in week 1.

See the University timetable for information about when classes begin in this unit. [Creating your timetable - Enrolling | Macquarie University, Sydney \(mq.edu.au\)](https://www.mq.edu.au/students/creating-your-timetable)

Attendance at all synchronous activities, completion of non-synchronous formative/diagnostic class tasks and involvement in professional forums is expected as the Bachelor of teaching (early childhood education) is a professional qualification. Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (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 ACECQA requirements. Attendance at all tutorials is expected and will be recorded. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

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 to request a change.

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/>

Academic Success

[Academic Success](#) 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 the [Service Connect Portal](#), 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 face-to-face tutorials are delivered weekly from weeks 1-7 inclusive and the content of Module 3 is delivered fully online. Assignment expectations and weightings have been adjusted slightly to comply with the new MQ assessment policy.

Unit information based on version 2025.03 of the [Handbook](#)