



EDST1518

Practice of Teaching: Infant and Toddler Curriculum and Pedagogy

Session 2, In person-scheduled-infrequent, North Ryde 2026

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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Credit points

20

Prerequisites

ECHE1130 or ECH113 and admission to (BEd(EC) or BEd(EC and Prim) or BTeach(ECE))

Corequisites

Co-badged status

Unit description

This unit will introduce students to the fundamentals of early childhood pedagogies and professional practice. With a focus on intentional teaching with children birth to two, the students will engage with principles of respectful, responsive and relationship-based pedagogies. Students will integrate these principles with their understanding of play-based learning and early child development to examine how best to support the learning and wellbeing of very young children. Students will develop an understanding of the planning cycle, ethical and reflective practice and the Early Years Learning Framework V2.0. Students will demonstrate these foundational theoretical and professional understandings and skills during professional practice with children aged birth to two (birth to 35 months).

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: Understand different approaches and practices to health and wellbeing with infants and toddlers in the Australian context.

ULO2: Situate their developing professional identity within the historical, social, and policy context of high-quality infant-toddler professional practice.

ULO3: Articulate and demonstrate an understanding of respectful, responsive and relationship-based pedagogies for very young children.

ULO4: Develop an understanding of the early childhood curriculum and how intentional, play-based teaching practices are used to promote the learning and wellbeing of very young children.

ULO5: Document and interpret observations of young children's learning and wellbeing with reference to early learning and development and relevant current government frameworks.

ULO6: Demonstrate the capacity to work professionally, ethically, and draw on a reflective approach to early childhood practice and self-development.

General Assessment Information

Full instructions for each assignment, including the assessment criteria can be found in

the assignment guide attached to the EDST1518 iLearn site.

ASSIGNMENT PRESENTATION AND SUBMISSION

- All written assessments must be submitted electronically. Please format assessments using 12-point font and 1.5 spacing. Submissions must meet the required file type and formatting specifications outlined in the assessment guidelines. 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.
- 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. 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, with + or – 10% applicable. Work above the word limit will not be marked.

Academic Integrity

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

Use of Artificial Intelligence (AI)

Students should be aware of and apply the University approach and policy on academic integrity (see:

<https://students.mq.edu.au/study/assessment-exams/assessments/ai-and-assessment>

<https://policies.mq.edu.au/document/view.php?id=394>

Special Consideration / Late Penalties

Applications for extensions must be made via [Service Connect](#).

Late Submission policy

Unless a Special Consideration request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day to late submissions, up until the 7th calendar 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.

Important to note: .

- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs) will be addressed by the unit convenor in a Special consideration application.

Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor (or equivalent).

Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, submissions that are received after the new due date will be subject to late penalties that are calculated from the new due date. This only applies where the outcome is an extension to the due date – see the [Special Consideration Policy](#) for a schedule of all possible outcomes.

A Special Consideration outcome may result in a new question or topic.

Applications must be made via [Service Connect](#).

Quiz

The quiz is 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.

Marking

All assessments except the Assignment 1 quiz are graded using a rubric, with feedback comments provided by the marker.

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](#).

To attain a pass or higher grade in Professional Experience a student must obtain a satisfactory in both the Professional Experience component and a pass or higher grade in the academic component. For Professional Experience units the Professional Experience Evaluation Report is marked as Satisfactory or Unsatisfactory. The Macquarie Teaching Performance Assessment (MQTPA - in final WIL/ PEx units) is marked as Not met, Met or Exceeds.

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](#).

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.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Professional Experience Preparation Quiz	20%	No	17-08-2026	Individual	No	Open
Professional Portfolio 1: Foundations of intentional teaching with infants and toddlers.	45%	No	14/09/2026	Individual	Yes	Open
Professional portfolio 2: Professional experience documentation and critical reflection	35%	No	04/11/2026	Individual	Yes	Open
Professional Experience Evaluation Report	0%	Yes	12/11/2026 (submitted by ST)	Individual	No	Observed

Professional Experience Preparation Quiz

Assessment Type ¹: Problem-based task

Indicative Time on Task ²: 20 hours

Due: **17-08-2026**

Weighting: **20%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

A series of questions related to preparing for Professional Experience placement requirements.

On successful completion you will be able to:

- Understand different approaches and practices to health and wellbeing with infants and toddlers in the Australian context.
- Demonstrate the capacity to work professionally, ethically, and draw on a reflective approach to early childhood practice and self-development.

Professional Portfolio 1: Foundations of intentional teaching with infants and toddlers.

Assessment Type ¹: Professional task

Indicative Time on Task ²: 55 hours

Due: **14/09/2026**

Weighting: **45%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

Students submit selected reflections and tutorial tasks that they will commence in Week 4.

On successful completion you will be able to:

- Understand different approaches and practices to health and wellbeing with infants and toddlers in the Australian context.
- Situate their developing professional identity within the historical, social, and policy context of high-quality infant-toddler professional practice.
- Articulate and demonstrate an understanding of respectful, responsive and relationship-based pedagogies for very young children.
- Develop an understanding of the early childhood curriculum and how intentional, play-based teaching practices are used to promote the learning and wellbeing of very young children.

Professional portfolio 2: Professional experience documentation and critical reflection

Assessment Type ¹: Professional task

Indicative Time on Task ²: 40 hours

Due: **04/11/2026**

Weighting: **35%**

Groupwork/Individual: Individual

Short extension ³: Yes

AI Approach: Open

Students submit and critically reflect on selected documentation from the professional experience portfolio.

On successful completion you will be able to:

- Understand different approaches and practices to health and wellbeing with infants and toddlers in the Australian context.
- Situate their developing professional identity within the historical, social, and policy context of high-quality infant-toddler professional practice.
- Articulate and demonstrate an understanding of respectful, responsive and relationship-based pedagogies for very young children.
- Develop an understanding of the early childhood curriculum and how intentional, play-based teaching practices are used to promote the learning and wellbeing of very young children.
- Document and interpret observations of young children's learning and wellbeing with reference to early learning and development and relevant current government frameworks.

Professional Experience Evaluation Report

Assessment Type ¹: Professional task

Indicative Time on Task ²: 0 hours

Due: **12/11/2026 (submitted by ST)**

Weighting: **0%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

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

The student is on Professional Experience placement. This report is submitted by the supervising teacher as an assessment of the student's placement success. It is marked as satisfactory or unsatisfactory.

On successful completion you will be able to:

- Understand different approaches and practices to health and wellbeing with infants and toddlers in the Australian context.
- Situate their developing professional identity within the historical, social, and policy context of high-quality infant-toddler professional practice.

- Develop an understanding of the early childhood curriculum and how intentional, play-based teaching practices are used to promote the learning and wellbeing of very young children.
- Document and interpret observations of young children's learning and wellbeing with reference to early learning and development and relevant current government frameworks.
- Demonstrate the capacity to work professionally, ethically, and draw on a reflective approach to early childhood practice and self-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
- [Academic Success](#) 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.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

TUTORIAL CLASSES AND LECTURES

Content delivery commences in week 1 of the session. Content is delivered as follows:

- **Short lectures (approximately 15-20 minutes)** are delivered online through ECHO360. In general, there are two short lectures per week. Students are required to watch these **prior** to the relevant weekly tutorial or study time.
- **Tutorial worksheets** are available for each week, and are available in the relevant week sections on ilearn. These will support weekly learning so students must download and read them before their weekly tutorial / study time.
- **Weekly textbook and related readings** are specified on iLearn and students are required to complete these before their tutorial / study time.

Tutorial Expectations:

- Attendance at all tutorials is required and the roll will be taken. Make up tasks will be given if attendance is missed to ensure all content is covered to meet accreditation requirements.
- **Face-to-face Weekday Students:** 4-hour on-campus tutorials, which occur during the

weekly timetabled times, commence in week 1 and continue to week 10. Tutorials are structured to include whole and small group discussions and tasks, as well as independent work. **Effective preparation (see above) is required, and attendance is compulsory.**

- **Infrequent Students:** are expected to work independently through most tutorial tasks (as specified in the tutorial worksheets). Some content will be completed during the two full day scheduled on-campus session (see below for dates). **Attendance at these sessions is compulsory.**
- **Online weekday students (note- this option is only available for StepAhead students)** will attend a weekly evening online tutorial and will complete some of the weekly tutorial tasks independently. **Attendance online is compulsory, and students must be visible and engaged throughout the online tutorial.**

Structure

The unit comprises a weekly online lecture and a 4-hour tutorial (weekday students) or self-study tasks (infrequent students). In the tutorial tasks, you will explore issues and questions arising from the the prescribed readings and the lectures. You are expected to base your responses, arguments and discussions on evidence from your text book 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. During your on-campus tutorials, 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, in pairs or in small groups. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit iLearn site.

REQUIRED TEXT AND READINGS

There are two required texts:

- * Degotardi, S., Salamon, A., & Stratigos, T. (2025). *Intentional Practice with Infants and Toddlers: Pedagogies for Learning, Development and Wellbeing*. Cambridge University Press

This is a **compulsory text** which you will need each week to be able to work through the tutorial tasks and complete your portfolio assignments. EDST1518 students receive a 40% discount by using the code in iLearn.

- * Australian Government Department of Education (2022). [Being, Belonging, Becoming: The Early Years Learning Framework for Australia \(v2\)](#). Australian Government Department of Education for the Ministerial Council

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. Information about the required textbook and other electronic links are included in the Unit Learning Resources section.

Bi-Weekly access to iLearn is compulsory for all students. In addition to links to the online lectures and readings, important assessment information and announcements 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.

Unit Schedule

Please note that the weekly 4-hours of content is split into two workshops. Workshop (a) will explore the specific concepts that are required professional knowledge for infant-toddler professional practice. Workshop (b) will build naturally on the content of the first to help you develop the practical skills required for your professional practice. Time is provided in both workshops for students to work on their portfolio tasks. Attendance at workshop (a) and (b) is required.

Week starting	Topics	Preparatory Readings
1: 27 July	(a&b) Orientation to the unit, the ECE context and to professional practice.	Textbook: Introduction (stop reading at 'The Educator in Focus'), and Chapter 1 (stop reading at 'Relationships') EYLF sections – Vision

2: 3 Aug	(a&b) The intentional, critically reflective teacher	Textbook: Introduction (from 'Educator in Focus to end), then Chapter 1 (from Relationships to end). EYLF sections: 'Early childhood pedagogy' and 'Critically reflective practice'. Early Childhood Australia Code of Ethics (attached to week 3 ilearn)
3: 10 Aug	(a) Fundamentals of quality infant-toddler professional practice (b) Promoting health and wellbeing.	Textbook: Chapter 2 EYLF sections: Principles and Practices NQF: Quality Area 2 – read the Standards and Elements https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety
4: 17 Aug	a) The infant-toddler curriculum b) Learning environments and materials	Textbook: Chapters 3 and 4 (from Microsystem: Intentional Environments to end)
5: 25 Aug	(a) Understanding and developing knowing, thinking and theorising (b) The fundamentals of observing	Textbook: Chapter 8 EYLF sections: Assessment and Evaluation and The Planning Cycle (pp.25-28). EYLF Outcome 4
6: 31 Aug	(a) Understanding and fostering language development and learning (b) Interpreting your observations	Textbook: Chapters 7 and 11 (start at Planning and implementing engaging and meaningful learning experiences) EYLF Outcome 5 EYLF sections: Assessment and Evaluation and The Planning Cycle (pp.25-28).
7: 7 Sept	(a) Building emotional wellbeing (b) Fundamentals of planning – from observation to learning intentions.	Textbook: Chapter 6 EYLF sections: Assessment and Evaluation and The Planning Cycle (pp.25-28). EYLF Outcome 3
8: 14 Sept	(a) Creating a culture of relationships and connections (b) Fundamentals of planning – Documenting your teaching intentions	Textbook: Chapters 9 and 11 (from Planning and Implementing to Effective and respectful use of digital documentation) EYLF Outcome 1 and 2
Mid Session Recess		
9: 5 Oct	(a) Learning through the arts (b) Are you PEx-ready?	Textbook: Chapter 10 Your Professional Experience Guidelines, Expectations and associated documentation
10: 12 Oct	Professional Experience Placement week 1	
11: 19 Oct	Professional Experience Placement week 2	
12: 26 Oct	Professional Experience Placement week 3	

13: 2 Nov	Completion of professional requirements
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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 an](#)

[d 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.

Fitness to practice in a Professional Experience unit

Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information see the [Academic Progression Policy](#).

Attendance and Participation

Please note that tutorials commence in week 1 and attendance each week is compulsory.

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

There is an attendance requirement in this unit. Initial Teacher Education (ITE) degrees must ensure that teacher education students meet unit learning outcomes, course learning outcomes and the Graduate level of the Australian Professional Standards for Teachers. Since units are within an accredited ITE degree, Macquarie School of Education is required to demonstrate these outcomes and standards have been taught, practised and assessed. To meet 'taught, practiced and assessed' accreditation requirements, ITE units have mandatory attendance, with an expectation of at least 80% attendance at tutorials. Please see your unit iLearn site for details of how to meet attendance requirements in this unit.

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 is expected.
- Prior to the on-campus sessions, students should have read the prescribed readings and listened to the lectures, summarise the main points, and make notes 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 on a weekly basis.
- Further details and any updates about times and locations will be posted on iLearn as an Announcement during first half of the semester.

Professional Experience Unit Expectations

- Important Professional Experience information can be found on Education Commons – see iLearn for details of how to self-enrol in Education Commons
- Students must be able to present evidence of completion of mandatory requirements prior to session census date (or as otherwise advised) to receive a placement for Professional Experience. Please check your email from the Work Integrated Learning (WIL) Office. Requirements are outlined here: <https://education.nsw.gov.au/teaching-and-learning/professional-learning/pl-resources/pre-service-teacher-resources/induction-for-pre-service-teachers/mandatory-pre-requisites-for-pre-service-teachers-participating->
- Students must have submitted written assessment tasks and/or completed associated unit requirements scheduled prior to the commencement of the block.
- Students who are completing a unit offered by another Department are expected to inform and negotiate with that unit convenor about their professional experience block dates and discuss how that unit's requirements can be met. For some situations it may mean that a student is enrolled externally for that unit so that attendance for tutorials for that unit is not impacted.
- Feedback from Placement Support Team and/or Tertiary Supervisors and/or Supervising Teachers is of a general nature. It is incumbent on the student to check the requirements of any assessments or Professional Experience written tasks prior to submission.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and resolved.
- The timing of placements can vary. For placements early in the session, fail grades may

be approved by the university prior to the end of session for students who do not meet the placement expectations of the unit.

- If a student is identified as being In Need of Additional Support (INAS) for Professional Practice and/or Professional Experience written tasks, the [Macquarie School of Education's 'Additional Support' procedure](#) will be activated.

Communication

It is the student's responsibility to check all electronic communication on a 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.

- [Ask a Study Coach](#)
- [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 <https://students.mq.edu.au/support/technology/service-desk>.

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

An additional assignment - Assignment 1 Quiz - has been added to the unit to support students to prepare adequately for the Professional Experience element of this unit.

Assignment 3 (Professional Experience Portfolio) has been changed to ensure that students complete all required documentation while on placement.

Changes since First Published

Date	Description
23/07/2026	Assignment date for A3 has been changed to fit in with student's PEX requirements

Unit information based on version 2026.05 of the [Handbook](#)