ECED832
Contemporary Approaches to Infant and Toddler Theory and Practice
S1 External 2015

Institute of Early Childhood

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Disclaimer
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### General Information

**Unit convenor and teaching staff**
Senior lecturer
Sheila Degotardi
sheila.degotardi@mq.edu.au
Contact via Via iLearn dialogue
X5B274
by appointment

**Credit points**
4

**Prerequisites**
Admission to MTeach(Birth to Five Years) or MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd or GradCertEChild

**Corequisites**

**Co-badged status**

**Unit description**
The recognition of the importance of children's first three years of life has led to an increasing awareness of the specialist nature of infant-toddler education and care services. This unit covers contemporary perspectives that can inform educational programs that aim to support infant-toddler development and learning. Students will build on prior knowledge about children's learning and development to critically reflect on research-based literature and examine its relevance in a range of infant-toddler early childhood programs. Students will design and implement an inquiry-based project to deepen their understanding of the applicability of this knowledge to infants and toddlers, their families and educators.

### Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at [https://students.mq.edu.au/important-dates](https://students.mq.edu.au/important-dates)

### Learning Outcomes

1. Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
2. Identify the implications of these approaches for specialised infant-toddler services and
3. Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.

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

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided on the iLearn site.

Presentation and submission Guidelines

All assessments (with the exception of assignments 3a and b) will be submitted via the identified link on the ECED832 iLearn site. The submission is via TURNITIN, which permits online assessment as well as the detection of material copied from other sources. Please ensure that all material is written and referenced according to standard academic conventions.

With the exception of assignment 3a, assignments are due before midnight on the specified date.

IT IS YOUR RESPONSIBILITY TO CHECK THAT YOUR SUBMISSION HAS BEEN SUCCESSFUL AND TAKE ANY MEASURES TO ENSURE THAT YOUR ASSIGNMENT HAS BEEN SUBMITTED TO THE TURNITIN SITE BY THE DUE TIME AND DATE. YOU MUST ALLOW SUFFICIENT TIME FOR YOUR ONLINE SUBMISSION TO BE PROCESSED, AS LATE SUBMISSIONS DUE TO LAST MINUTE TECHNICAL DIFFICULTIES WILL INCUR LATENESS PENALTIES.

When preparing your assignments, it is essential that you note that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the unit has been received;
- Assignment marks will be deducted if you submit your assignment late (refer to the ‘late assignments’ section below for more details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.
- All failing assignments will be double marked when the failure is due to unsatisfactory content. Failures that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism may not be double-marked;

For each assignment, the online submission instructions page will ask you to acknowledge that
you have complied with the academic honesty declarations as required by Macquarie University and the Faculty of Human Sciences. By submitting your assignment electronically, you are declaring that you have read and agreed to the statements on this declaration.

All written submissions are to be legible and professionally presented. Please follow the guidelines below:

- Please type all assignments using **12 point font** and **1.5 or double-space** the lines.
- Allow a right-hand margin of **at least 4cm** in all assignments. This allows us to attach electronic comments, and you to read your feedback comments easily.
- Use APA referencing style to acknowledge your sources and support your ideas with in-text referencing (See IEC referencing guide for more information).
- Include a full reference list of all works that are cited within your assignment

**Late assignments**

A deduction of **5%** of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks = 2 marks) subtracted from your awarded mark.

**Extension requests**

In extenuating circumstances, students may apply to the unit convener for an extension to the assignment due date. Reasons must be documented through the special consideration form accessible through ask.mq.edu.au and supported (e.g., a doctor’s certificate in the case of illness).

**Note that:**

- **Students MUST communicate with the Unit Convener prior to submitting their request through ask.mq.edu.au.** Please do this via the dialogue communication tool on the iLearn site.
- Extension will only be granted in receipt of the completed form submitted through ask.mq.edu.au, plus documentation.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension
- In the case of computer malfunctions, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.
- Students cannot submit an assignment once assessed work is returned to other students.
**Assignment Resubmission**

Resubmission of an unsatisfactory assignment is not permitted in this unit.

**Referencing your sources**

The Institute of Early Childhood requires that students use the APA 6th edition referencing style in all assignments. As a Masters level unit, correct referencing is expected, and marks will be deducted for pervasive errors. The IEC referencing guide attached to the unit iLearn site, and the library has links to APA referencing guides.

**Academic honesty and plagiarism**

Macquarie University has high standards in regards to the academic honesty of both staff and students. In particular, students are advised to ensure that the work that they submit is solely their own, and that supporting material is clearly and correctly referenced.

The University defines plagiarism as follows: **“Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas. This includes, but is not limited to, any of the following acts:**

a) copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins b) using or extracting another person's concepts, experimental results, or conclusions c) summarising another person's work without correctly referencing its source d) submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work e) use of others (paid or otherwise) to conceive, research or write material submitted for assessment f) submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).” (Glossary; www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism is considered a serious offence at IEC and across the University, and carries significant penalties. Students must consult the full university policy on academic honesty, which is available at [http://www.mq.edu.au/policy/docs/academic_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

IEC has an APA referencing guide which outlines information on plagiarism and how to avoid it. It is attached to the unit website.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading journal</td>
<td>20%</td>
<td>8th, 22nd March &amp; 12th April</td>
</tr>
<tr>
<td>Individual project proposal</td>
<td>30%</td>
<td>25th April</td>
</tr>
<tr>
<td>Project progress report</td>
<td>15%</td>
<td>30th May</td>
</tr>
<tr>
<td>Project peer feedback</td>
<td>5%</td>
<td>31st May</td>
</tr>
<tr>
<td>Name</td>
<td>Weighting</td>
<td>Due</td>
</tr>
<tr>
<td>-----------------------------</td>
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<td>-----------</td>
</tr>
<tr>
<td><strong>Project final report</strong></td>
<td>30%</td>
<td>12th June</td>
</tr>
<tr>
<td>Reading journal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Due:</strong> 8th, 22nd March &amp; 12th April</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weighting:</strong> 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 x 600-700 word critical analyses of required readings</td>
<td></td>
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</tr>
</tbody>
</table>

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

**Individual project proposal**

**Due:** 25th April

**Weighting:** 30%

1500 word project rational and proposed methodology.

This Assessment Task relates to the following Learning Outcomes:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

**Project progress report**

**Due:** 30th May

**Weighting:** 15%

10-15 minute powerpoint presentation detailing project progress, emerging findings and implications
This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

Project peer feedback
Due: 31st May
Weighting: 5%
Provision of written feedback to peer on their project presentation

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

Project final report
Due: 12th June
Weighting: 30%
1750-2250 word report: Analysis and critical discussion of project findings

This Assessment Task relates to the following Learning Outcomes:

• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.
understanding of a chosen approach.
  • Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

**Delivery and Resources**

**ECED832 is delivered as in External Mode.**

The unit content, delivered via unit readings and assignment tasks is supported by:

- Individual consultations with the unit convener
- Consultation day - on-campus session 1 - 18th April, and
- Compulsory on-campus session 2 - 30th May.

**There are two on-campus days provided to support your learning:**

A **consultation day** to discuss issues related to your inquiry project will be held on Saturday 18th April. Students must choose from the following engagement options:

- **Option 1:** Attend for a morning, afternoon or full day seminar during which you will discuss your planned project with the unit convener and your peers, OR
- **Option 2:** Arrange a phone or Skype consultation with the convener, during which we will discuss your project.

While physical attendance at the April consultation day is not compulsory, attendance is strongly advised, as student feedback showed that this was a very valuable and created a sense of support and collegiality. Those who cannot attend must ensure that they are available during that whole day so that a consultation can be arranged.

A **compulsory on-campus day** will be held on Saturday 30th May, during which you will present your Assignment 3 progress report and provide verbal and written feedback to your peers. The convener will be available for individual consultations during this time. Students must be available on this day, or risk forfeiting assignment 3 marks.

Please contact the convener before census date if you foresee any difficulties with either of these on-campus sessions.

**Allocation of student time to this unit**

ECED 832 is worth four credit points and you would usually be expected to allocate about 12 hours a week in study for a four credit point unit over 15 weeks. This would be a total of 180 hours over the semester. The guide outlined below provides an indication of the time spent on learning experiences.

<table>
<thead>
<tr>
<th>Learning Experience</th>
<th>Approximate time per relevant week</th>
<th>Estimated time over the semester</th>
</tr>
</thead>
</table>

https://unitguides.mq.edu.au/unit_offerings/53603/unit_guide/print
### Unit guide ECED832 Contemporary Approaches to Infant and Toddler Theory and Practice

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to the unit</td>
<td>2 x 1 week 2 hours</td>
</tr>
<tr>
<td>Weekly prescribed readings</td>
<td>8 x 3 hours 24 hours</td>
</tr>
<tr>
<td>On-campus engagement</td>
<td>2 x 3 hour seminars plus 2x 3 hour library research and consultation time 12 hours</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>3 x 6 hours 18 hours</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>24 hours 24 hours</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>8 hours 8 hours</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>Data collection and analysis – 4 x 6 hours 24 hours</td>
</tr>
<tr>
<td></td>
<td>Final report 24 hours</td>
</tr>
</tbody>
</table>

This estimate is based on average student performance. You may choose to spend more time on the unit, particularly if you are attempting to achieve high grades or if you encounter problems in understanding the material or meeting unit requirements.

### Unit web-page

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

#### Study and assignment resources

**Assignment submission links:** For you to submit your assignment work

**Dialogue:** for private messages to peers and teaching staff.

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

#### Study Resources

There is no required text for this unit. Instead, you will be provided with some research-based literature for weeks 1 to 7, and are then expected to source your own literature to assist with the completion of your assignments.

The required readings are listed in the Weekly content section of this Unit Guide. Information about how to find these readings will be provided in the study resources section of the iLearn site.

**Recommended text (available from the co-op bookshop):**

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

**Research-based books**


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


**Journal Special Issues**

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

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

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

## Unit Schedule

**WEEKLY CONTENT**

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Topic</th>
<th>Prescribed readings</th>
</tr>
</thead>
</table>

https://unitguides.mq.edu.au/unit_offerings/53603/unit_guide/print
1. 23rd Feb

Conceptualisations of 'quality' in infant-toddler early childhood programs

Read at least 3 from:


2. 2nd Mar

Challenges and debates

Read at least 3 from:


Reading journal entry 1 due Sunday 8th March
3. 9th Mar  
Conceptualising curriculum 1: Play and exploration  

Read at least 3 from:


4. 16th Mar  
Conceptualising curriculum 2: Routines, rituals and interactions  

Read at least 3 from:


**Reading journal entry 2 due Sunday 22nd March**
<table>
<thead>
<tr>
<th>Week 1 of mid - session recess 6th Apr</th>
<th>Professionalism and professionalisation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. 23rd Mar</strong></td>
<td><strong>Read at least 6 from:</strong></td>
</tr>
<tr>
<td><strong>6. 30th Mar</strong></td>
<td><strong>Read at least 3 from:</strong></td>
</tr>
</tbody>
</table>

**Reading journal entry 3 due Sunday 12th April**

6th – 19th April

**Mid session recess: assignment 2 preparation**

https://unitguides.mq.edu.au/unit_offerings/53603/unit_guide/print
CONSULTATION DAY: 18th April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>20th April</td>
<td>Assignment 2 completion</td>
</tr>
</tbody>
</table>

Assignment 2 due Saturday 25th April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>27th April</td>
<td>Project implementation</td>
</tr>
<tr>
<td>4th May</td>
<td></td>
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<tr>
<td>11th May</td>
<td></td>
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<tr>
<td>18th May</td>
<td></td>
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<tr>
<td>25th May</td>
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COMPULSORY ON-CAMPUS DAY: Saturday 30th May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>30th May</td>
<td>Assignment 3a presentation due Saturday</td>
</tr>
<tr>
<td>30th May</td>
<td>Assignment 3b due Sunday</td>
</tr>
<tr>
<td>1st June</td>
<td>Project completion</td>
</tr>
</tbody>
</table>

Assignment 4 due Sunday 12th June

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special...
Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

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.

Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Enquiry Service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help


When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.
Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.

Assessment tasks

- Reading journal
- Individual project proposal
- Project progress report
- Project final report

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
Assessment tasks

- Reading journal
- Individual project proposal
- Project progress report
- Project final report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.

Assessment tasks

- Individual project proposal
- Project progress report
- Project final report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

Assessment tasks
• Reading journal
• Individual project proposal
• Project progress report
• Project peer feedback
• Project final report

PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes
• Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
• Identify the implications of these approaches for specialised infant-toddler services and practitioners.
• Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
• Demonstrate professional responsibility of their own and others’ learning by providing and responding to supportive, informed and reflective feedback.

Assessment tasks
• Individual project proposal
• Project progress report
• Project peer feedback
• Project final report

PG - Capable of Professional and Personal Judgment and Initiative
Our postgraduates will demonstrate a high standard of discernment and common sense in their
professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- Identify the implications of these approaches for specialised infant-toddler services and practitioners.
- Design and implement an inquiry project to enhance their theoretical and practical understanding of a chosen approach.
- Demonstrate professional responsibility of their own and others' learning by providing and responding to supportive, informed and reflective feedback.

**Assessment tasks**

- Reading journal
- Individual project proposal
- Project progress report
- Project peer feedback
- Project final report