



ECED832

Contemporary Approaches to Infant and Toddler Theory and Practice

S2 External 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Associate Professor

Sheila Degotardi

sheila.degotardi@mq.edu.au

Contact via Via iLearn dialogue

X5B367

by appointment

Credit points

4

Prerequisites

[Admission to MTeach(Birth to Five) and (ECED603 or ECED819) and (ECED605 or ECED824)] or [admission to MEChild or MEd or MEdL or PGDipEdS or MIndigenousEd or MSpecEd or PGCertSpEd or GradCertEdS]

Corequisites

Co-badged status

ECHX832

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://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

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.

General Assessment Information

Full assignment instructions

This Unit Guide provides a brief description only of each required assessment piece. Full instructions are provided via an assessment and assignment guide, available on the iLearn site. An assessment rubric will be available to students for each assessment piece prior at least 2 weeks prior to submission.

Assignment expectations

In order to achieve a passing grade, it is expected that **all** assignments are completed, and that all assignments demonstrate a serious attempt to address the assignment task.

Presentation and submission Guidelines

Assignments 1 and 3 are submitted via the VoiceThread link on iLearn, with accompanying files submitted via the Assignment links on the ECED/ECHX832 iLearn site. Assignments 2 and 4 are submitted via the assignment link. These assignment submission links assess the documents 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.

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:

- Students regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Assignment presentation and submission

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

- All assignments must include the academic honesty declaration as required by all Macquarie University students.
- Assignments must represent the student's individual work (see Academic Honesty section below).
- Please type all written assignments using **12 point font** and **1.5 or double-space** the lines. Save your file in .doc, .docx or pdf format.
- Allow a left and right-hand margin of **at least 3cm** in all assignments. This allows us to attach, and you to read your feedback comments easily.
- All assessments must be submitted through Turnitin in .doc or .pdf format for submission.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Use APA 6th referencing style to acknowledge your sources and support your ideas with in-text referencing, and include a full reference list of all works that are cited within your assignment.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the Unit.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Word or duration limit

All sections of the assignment, apart from references and appendices, are included in the word or duration limit. If your assignment seriously exceeds the limit, it will be marked only to the point at which the limit is reached.

Academic honesty and plagiarism

The nature of scholarly endeavour, dependent as it is on the work of others, binds all members of the University community to abide by the principles of academic honesty.

Plagiarism is a matter of particular importance. Plagiarism is defined as 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:

- copying out part(s) of any document or audio-visual material or computer code or website content without indicating their origins;
- using or extracting another person's concepts, experimental results, or conclusions;
- summarising another person's work;
- submitting substantially the same final version of any material as another student in an assignment where there was collaborative preparatory work;
- use of others (paid or otherwise) to conceive, research or write material submitted for assessment; and
- submitting the same or substantially the same piece of work for two different tasks (self-plagiarism).

The University's Academic Honesty Policy can be found on the Policy Central website: <http://www.mq.edu.au/policy/index.html>

TURNITIN is used to assist students with appropriate referencing and paraphrasing, and to detect plagiarism. The system also serves as a digital repository if anything should happen to your hard copy submission or personal backup. Please ensure you have stated your *TURNITIN* receipt number on your coversheet. A link to *TURNITIN* is embedded in iLearn.

Extensions and Late Assignments

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Special Consideration" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au.* This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

<https://students.mq.edu.au/study/my-study-program/special-consideration>

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Special Considerations

The Special Consideration provision is to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.

The University classifies circumstances as serious and unavoidable if they:

- could not have reasonably been anticipated, avoided or guarded against by the student; and were beyond the student's control; and
- caused substantial disruption to the student's capacity for undertaking assessment for the unit(s); and
- occurred during an event critical study period and were at least three (3) consecutive days duration or a total of 5 days within the teaching period and/or
- prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in class test/quiz, in class presentation).

The following link takes you to the Special Considerations policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedure/s/policies/special-consideration>

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are standards referenced and effort is NOT a criterion.

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. The following descriptive criteria are included for your information.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

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

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Video-Log Reading Reflection	15%	No	19th August and 9th September
Research Project Proposal	30%	No	16th September

Name	Weighting	Hurdle	Due
<u>Presentation + Peer Feedback</u>	15%	No	3rd November + 7th November
<u>Project final report</u>	40%	No	15th November

Video-Log Reading Reflection

Due: **19th August and 9th September**

Weighting: **15%**

2 x 5-Minute VoiceThread critical analyses of required readings

On successful completion you will be able to:

- 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.

Research Project Proposal

Due: **16th September**

Weighting: **30%**

1500 word written project proposal

On successful completion you will be able to:

- Demonstrate an advanced and critical understanding of the range of philosophical and theoretical approaches that inform infant-toddler services.
- 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.

Presentation + Peer Feedback

Due: **3rd November + 7th November**

Weighting: **15%**

10-15 minute VoiceThread presentation detailing project progress, emerging findings and implications, plus VoiceThread feedback to peers

On successful completion you will be able to:

- 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: **15th November**

Weighting: **40%**

1750-2250 word report: Analysis and critical discussion of project findings

On successful completion you will be able to:

- 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.

Delivery and Resources

ECED/ECHX832 is delivered in External Mode.

The unit content, delivered via unit readings and assignment tasks, is supported by VoiceThread interactive discussion / presentation forums, Zoom online webinar meetings and regular ilearn discussion forum tools.

The process for attending small group or individual Zoom meetings will be arranged at the beginning of the session. It is expected that students will engage in one Zoom session with the unit convener before their submission of assignment 2: Project proposal. The precise date and times of these sessions will be determined early in the study session, and will depend upon the availability and time-zones of students and the unit convener. Students may elect to come on campus, or attend remotely, via the Zoom online conferencing facility. Details will be provided about the technical requirements on the ECED/ECHX832 ilearn site. **Please contact the convener before census date if you foresee any difficulties with attending either of these**

consultation sessions.

Individual consultations with the unit convener

The unit convener is available for individual consultations via email or Zoom. Please contact her via the iLearn dialogue for an appointment to chat.

Allocation of student time to this unit

ECED/ECHX832 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 the session. The guide outlined below provides an indication of the time spent on learning experiences. 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.

Learning Experience	Approximate time per relevant week	Estimated time over the semester
Orientation to the unit	2 x 1 hours	2 hours
Weekly prescribed readings	6 x 4.0 hours	24 hours
Consultation engagement	2 x 90 minute consultation sessions	3 hours
Assignment 1	2 x 6 hours preparation and VoiceThread videos	12 hours
Assignment 2	14 hours preparation and writing	14 hours
Assignment 3	3 hours presentation preparation 1.5 hour for presentation engagement and feedback	4.5 hours
Project	Implementation and analysis	48 hours
Assignment 4	Final report	24 hours

Unit web-page

There is a website for this unit. Access to this unit is available online through iLearn (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 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 6, 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):

Degotardi, S., & Pearson, E (2014). *The relationship worlds of infants and toddlers: Multiple perspectives from early years research and practice*. Maidenhead, UK: Open University Press.

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

Abbott, L., & Langston, A. (2002) *Birth to three matters: A framework to support children in their earliest years*. London, DfES/Surestart.

Berthelsen, D., Brownlee, J. & Johansson, E. (Eds.) (2009). *Participatory learning in the early years: Research and pedagogy*, Oxon, UK, Routledge.

Elfer, P., Goldschmied, E., & Selleck, D. (2003). *Key persons in the nursery: Building relationships for quality provision*. London: David Fulton Publishers.

Gandini, L. & Edwards, C. P. (2001) *Bambini: The Italian approach to infant/toddler care*, New York, Teachers College Press.

Goouch, K., & Powell, S. (2013). *The baby room: Principles, policy and practice*. Maidenhead, UK: Open University Press

Gopnik, A. (2009) *The philosophical baby*, New York, NY, Farrar, Straus and Giroux.

Johansson, E., & White, E.J (2011). *Educational research with our youngest: Voices of infants and toddlers*. Dordrecht: Springer

Lamb, M. E., Bornstein, M. & Teti, D. M. (2002) *Development in infancy*, Mahwah, N.J, Erlbaum.

Nelson, K. (2007) *Young minds in social worlds: Experience, meaning, and memory* Cambridge, MA, Harvard University Press.

Rochat, P. (2001) *The infant's world*, Cambridge, MA, Harvard University Press.

Harrison, L., & Sumsion, J. (2014). *Lived spaces of infant-toddler education and care: Exploring diverse perspectives on theory, research and practice*. Dordrecht, The Netherlands: Springer.

Wittmer, D. (2008) *Focusing on peers: The importance of relationships in the early years*, Washington, DC, Zero to Three.

White, E.J & Dalli, C. (Eds.). *Under-three Year Olds in Policy and Practice*. Singapore: Springer

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

Brooker, L. (2009) Just like having a best friend: How babies and toddlers construct relationships with their key workers in nurseries. In Papatheodorou, T. & Moyles, J. (Eds.) *Learning together in the early years: Exploring relational pedagogy*. Oxon, UK, Routledge.

Degotardi, S. (2015) Expressing, interpreting and exchanging perspectives during infant-toddler social interactions: The significance of acting with others in mind. In L. Harrison and J Sumsion (Eds.). *Lived spaces of infant-toddler education and care: exploring diverse perspectives on theory, research and practice*, pp187-199.. Dordrecht, The Netherlands: Springer.

Hay, D. F., Caplan, M. & Nash, A. (2009). The beginnings of peer relations. In Rubin, K. H., Bukowski, W. M. & Laurson, B. (Eds.) *Handbook of peer interactions, relationships, and groups*. New York, The Guilford Press.

Mitchelmore, S., Degotardi, S., & Fleet, A. (2017). The richness of everyday moments: Bringing visibility to the qualities of care within pedagogical spaces (87-99). In White, E.J and Dalli, C. (Eds.). *Under-three Year Olds in Policy and Practice*. Singapore: Springer

Singer, E. & De Haan, D. (2007) Social life of young children: Co-contruction of shared meanings and togetherness, humour, and conflicts in child care centres. In Spodek, B. & Saracho, O. N. (Eds.) *Contemporary perspectives on research in early childhood social learning*. Charlotte, N.C., Information Age Publishers.

Journal Special Issues

Contemporary Issues in Early Childhood, 18(4): Special Issue: (Re)-conceptualising relationships in infant-toddler pedagogy

Early Education and Development, 27 (2): Special Issue: Infants and toddlers in group care

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

Week beginning	Topic	Prescribed readings
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<p>1. 30th July</p>	<p>Conceptualisations of 'quality' in infant-toddler early childhood programs</p>	<p>Read at least 3 from:</p> <p>Brownlee, J., Berthelsen, D., & Segaran, N. (2009). Childcare workers' and centre directors' beliefs about infant childcare quality and professional training. <i>Early Child Development and Care</i>, 179(4), 453-475.</p> <p>Dalli, C (2014): <i>Quality for babies and toddlers in early years settings</i>. TACTYC Occasional Paper 4: http://tactyc.org.uk/wp-content/uploads/2014/04/Occ-Paper-4-Prof-Carmen-Dalli.pdf</p> <p>Degotardi, S., Han, F., & Torr, J. (2018). Infants' experience with 'near and clear' educator talk: individual variation and its relationship to indicators of quality. <i>International Journal of Early Years Education</i>, doi: 10.1080/09669760.2018.1479632</p> <p>Degotardi, S. & Pearson, (2014). <i>The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice</i> (Chapter 1) . Maidenhead, Open University Press.</p> <p>King, E. K., Pierro, R. C., Li, J., Porterfield, M. L., & Rucker, L. (2016). Classroom quality in infant and toddler classrooms: impact of age and programme type. <i>Early Child Development and Care</i>, 25, 875-893. doi:10.1080/03004430.2015.1134521</p> <p>Pessanha, M., Peixoto, C., Barros, S., Cadima, J., Pinto, A. I., Coelho, V., & Bryant, D. M. (2017). Stability and change in teacher-infant interaction quality over time. <i>Early Childhood Research Quarterly</i>, 40, 87-97. doi:https://doi.org/10.1016/j.ecresq.2016.10.003</p> <p>Thomason, S. A., & La Paro, K. (2009). Measuring the quality of teacher-child interactions in toddler child care. <i>Early Education and Development</i>, 20, 285-304. doi: 10.1080=10409280902773351</p> <p>Li, W., Farkas, G., Duncan, G., Burchinal, M. R., & Vandell, D. (2013). Timing of high quality child care and cognitive, language, and preacademic development. <i>Developmental Psychology</i>, 49(8), 1440-1451. doi:10.1037/a0030613</p>
<p>2. 6th August</p>	<p>Challenges and debates</p>	<p>Read at least 3 from:</p> <p>Degotardi, S. & Pearson, (2014). <i>The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice</i> (Chapter 2). Maidenhead, Open University Press.</p> <p>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. doi:10.1177/1463949117692243</p> <p>Cheeseman, S., Sumsion, J., & Press, F. (2015). Infants of the productivity agenda: Learning from birth or waiting to learn. <i>Australasian Journal of Early Childhood</i>, 40(3) 38-45.</p> <p>Clark, R. M. & Baylis, S. (2012) 'Wasted down there': Policy and practice with the under-threes. <i>Early Years: Journal of International Research and Development</i>, 32, 229-242.</p> <p>Davis, B., & Degotardi, S. (2015). Who cares: Infant educators' responses to professional discourses of care. <i>Early Child Development and Care</i>. doi:10.1080/03004430.2015.1028385</p> <p>Davis, B., & Dunn, R. (2018). Making the personal visible: emotion in the nursery. <i>Early Child Development and Care</i>, 188(7), doi: 10.1080/03004430.2018.1439487</p> <p>Elfer, P., & Page, J. (2015). Pedagogy with babies: perspectives of eight nursery managers. <i>Early Child Development and Care</i>, 1-21. doi:10.1080/03004430.2015.1028399</p> <p>Tesar, M, & Farquhar, S (2015). A day in the life of a newly qualified infant/toddler teacher. <i>The First Years: Nga Tau Tuatahi. New Zealand Journal of Infant and Toddler Education. Volume 17(1)</i>, 17-21.</p>

<p>3. 13th August</p>	<p>Conceptualising curriculum 1: Play and exploration</p>	<p>Read at least 3 from:</p> <p>Degotardi, S., & Pearson, E. (2016). Infant Play: How Interactions Build and Support Relationships. In M. Ebbeck and M. Waniganayeke (Eds.), <i>Children's play in early childhood education: Facilitating learning in diverse contexts, 2n Edition</i>. Oxford University Press.</p> <p>Degotardi, S. (2013). "I think, I can": Acknowledging and promoting agency during educator-infant play. In O. F. Lillemyr, S. Dockett, & B. Perry (Eds.), <i>Varied perspectives on play and learning: Theory and research on early years education</i>. Charlotte, NC: Information Age Publishing.</p> <p>Kleppe, R., (2018). Affordances for 1- to 3-year olds' risky play in early childhood education and care. <i>Journal of Early Childhood Research</i>, doi: doi.org/10.1177/1476718X18762237</p> <p>Ridgway, A., Li, L., & Quiñones, G. (2016). Visual narrative methodology in educational research with babies: triadic play in babies' room. <i>Video Journal of Education and Pedagogy</i>, 1(1), 1. doi:10.1186/s40990-016-0005-0</p> <p>Salamon, A., & Harrison, L. (2015). Early childhood educators' conceptions of infants' capabilities: the nexus between beliefs and practice. <i>Early Years: An International Research Journal</i>, 35(3), 273-288. doi:10.1080/09575146.2015.1042961</p> <p>Shin, M. (2012) The role of joint attention in social communication and play among infants. <i>Journal of Early Childhood Research</i>, 10, 309-317.</p>
<p>Video-Log entry 1 due 19th August</p>		
<p>4. 20th August</p>	<p>Conceptualising curriculum 2: Routines, rituals and interactions</p>	<p>Read at least 3 from:</p> <p>Albon, G., & Barnes, J. (2009). Investigating sleep routines in early childhood care and education centres. <i>The First Years Tga Tua Tuatahi: New Zealand Journal of Infant and Toddler Education</i>, 11(1), 16-18</p> <p>Degotardi, S., Torr, J., & Nguyen, N.T (2016). Infant-toddler educator' language support practices during snack-time. <i>Australasian Journal of Early Childhood</i>, 41(4), 52-62</p> <p>Degotardi, S. (2010). High-quality interactions with infants: Relationships with early childhood practitioners' interpretations and qualification levels in play and routine contexts. <i>International Journal of Early Years Education</i>, 18(1), 27-41.</p> <p>Girolametto, L., Weitzman, E., van Lieshout, R., & Dawna, D. (2000). Directiveness in teachers' language input to toddlers and preschoolers in day care. <i>Journal of Speech, Language and Hearing Research</i>, 43, 1101-1114.</p> <p>Hallam, R. A., Fouts, H. N., Bargreen, K. N., & Perkins, K. (2016). Teacher-child interactions during mealtimes: Observations of toddlers in high subsidy child care centres. <i>Early Childhood Education Journal</i>, 44, 51-59. doi:10.1007/s10643-014-0678-x</p> <p>Klette, T., Drugli, M.B., & Aandahl, A.M (2018). Together and alone: a study of interactions between toddlers and childcare providers during mealtime in Norwegian childcare centres. <i>Early Child Development and Care</i>, 188(3), 287-298, Doi: 10.1080/03004430.2016.1220943</p> <p>Tamis-LeMonda, C.S., Custode, S., Kuchiriko, Y., Escobar, K., & Lo, T. (2018). Routine language: Speech directed to infants during home activities. <i>Child Development</i>, doi: 10.1111/cdev.13089</p>

<p>5. 27th August</p>	<p>Relationship-based pedagogy 1</p>	<p>Read at least 6 from:</p> <p>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, doi: 10.1177/1463949117742786.</p> <p>Degotardi, S. & Pearson, (2014). <i>The relationship worlds of infants and toddlers: Multiple perspectives from early years theory and practice</i> (Chapter 3, 4, 5 or 6 – up to p.81) . Maidenhead, Open University Press.</p> <p>Degotardi, S. (2015). Mind mindedness: Forms, features and implications for infant-toddler pedagogy. In S. Robson & S. F. Quinn (Eds.), <i>Routledge International Handbook of Young Children's Thinking</i>. London: Routledge.</p>
<p>6. 3rd Sept</p>	<p>Relationship-based pedagogy 2</p>	<p>Elfer, P. (2006) Exploring children's expressions of attachment in nursery. <i>European Early Childhood Education Research Journal</i>, 14, 81-95.</p> <p>Hannikainen, M., (2015). The teacher's lap - a site of emotional well-being for the younger children in day-care groups. <i>Early Child Development and Care</i>, 185(5), 752-765, doi: 10.1080/03004430.2014.957690</p> <p>Lokken, G. (2000). Tracing the social style of toddler peers. <i>Scandinavian Journal of Educational Research</i>, 44(2), 163-176.</p> <p>McGaha, C. G., Cummings, R., Lippard, B. & Dallas, K. (2012) Relationship building: infants, toddlers, and 2-year-olds. <i>Early Childhood Research & Practice</i>, 13(1).</p> <p>Shin, M. (2010). Peeking at the relationship world of infant friends and caregivers. <i>Journal of Early Childhood Research</i>, 8(3), 294-302. doi: 10.1177/1476718X10366777</p> <p>Recchia, S.L., Shin, M., & Snaider, C. (2018). Where is the love? Developing loving relationships as an essential component of professional infant care. <i>International Journal of Early Years Education</i>, 26(2), doi: 10.1080/09669760.2018.1461614</p> <p>Williams, S. T., Mastergeorge, A. M. & Ontai, L. L. (2010) Caregiver involvement in infant peer interactions: Scaffolding in a social context. <i>Early Childhood Research Quarterly</i>, 25, 251-266.</p>
<p>Video-Log entry 2 due 9th September</p>		
<p>10th Sept</p>	<p>Project Preparation</p>	<p>Please ensure that you have consulted with the unit convener prior to submitting your Assignment 2: project proposal</p>
<p>Assignment 2: Project Proposal due 16th September</p>		
<p>17th Sept – 1st Oct</p>	<p>Mid session recess</p>	
<p>8. 2nd October</p>	<p>Project implementation</p>	
<p>9. 8th October</p>		
<p>10. 15th October</p>		
<p>11. 22nd October</p>		
<p></p>		

12. 29th October	Prepare for VoiceThread Presentation
<p>Assignment 3a: VoiceThread Presentation due <u>Saturday 3rd November</u>.</p> <p>Assignment 3b: Peer Feedback due <u>Wednesday 7th November</u></p>	
13. 5th November	Project completion and report writing
14. 12th November	
<u>Assignment 5 due Wednesday 15th November</u>	

Learning and Teaching Activities

On-going convener and peer support

This unit has been developed on the understanding that students will receive regular support from the unit convener and their peers. The following structured and incidental learning and teaching activities are used: 1. Individual and/or Small group consultation sessions (students can choose face-to-face or online Zoom participation) 2. Student arranged peer support 4. Online seminars and meetings, arranged as required 5. Written guidance provided on the iLearn site 6. Short podcasts, arranged and supplied as required, if requested by students Students are invited to make full use of all of these teaching and learning activities so that they can gain the most learning benefit from this unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note: The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.**)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to <http://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (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 Services and 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.

Student Enquiries

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

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.

Graduate Capabilities

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

- Video-Log Reading Reflection
- Research Project Proposal
- Presentation + Peer Feedback
- Project final report

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

- Video-Log Reading Reflection
- Research Project Proposal
- Presentation + Peer Feedback
- 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

- Video-Log Reading Reflection
- Presentation + Peer Feedback
- 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

- Research Project Proposal
- Presentation + Peer Feedback
- 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

- Video-Log Reading Reflection
- Research Project Proposal
- Presentation + 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

- Video-Log Reading Reflection
- Presentation + Peer Feedback
- Project final report

Changes from Previous Offering

Assignments have been changed to i) incorporate VoiceThread technology and ii) to provide a different Project option (Option 2) from previous years