



EDEC11027 Early Childhood Pedagogies

Term 3 - 2021

Profile information current as at 03/05/2024 09:29 pm

All details in this unit profile for EDEC11027 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will extend your thinking about viable sources of curriculum, and through reflection on the work of educators of Reggio Emilia, you will explore the notion of 'teacher as researcher', see yourselves as researchers and see children as active participants in the design, construction and enactment of the 'curriculum'. You will examine the teacher's role in pedagogical decisions with particular emphasis on mindfulness, reflective practice and intentional teaching, and as (co)creators of aesthetic learning environments that support connectedness, belonging, investigation, discovery, play and wellbeing. Pedagogies of relationships, place, play, possibility and provocation are examined in in-depth ways. You will examine guiding principles and research underpinning curriculum approaches as well as your own developing assumptions and philosophy of education to articulate what you believe should underpin curriculum inquiry in early childhood. You will inspect how early childhood pedagogy reflects the importance of childhood and contributes to the holistic wellbeing, learning and development of children. As part of this process, you consider what being, belonging and becoming can look like in practice for children and for the early childhood educator. You will scrutinise real-world challenges and dilemmas. You will demonstrate your ability to identify and think through complex issues, diverse interpretations and expectations of the teaching and learning process and respond to these in ways that deepen your intellectual, ethical and emotional engagement work. You will complete a 15 day placement in an early childhood service with children birth to 35 months.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite EDFE11038 Professional Practice 1 - Introduction to Teaching.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2021

- Mixed Mode

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Portfolio**

Weighting: 50%

2. **Written Assessment**

Weighting: 50%

3. **Professional Practice Placement**

Weighting: Pass/Fail

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluations

Feedback

Assessment task alignment

Recommendation

Ensure alignment of the assessment task and content organisation on Moodle site

Unit Learning Outcomes

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

1. Articulate a theorised approach to early childhood pedagogy that recognises the importance of play and builds on relationships with children and connectedness to their worlds
2. Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds
3. Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making
4. Defend the role of the early childhood professional in making ethical decisions that respect children
5. Critically reflect on prevailing notions of curriculum, curriculum frameworks and schooling to identify opportunities for exercising professional judgement in curriculum decision making and pedagogical practices that value children and childhood in and beyond early years settings.
6. Complete a placement with young children birth to 35 months
7. Plan and implement learning experiences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds and also link to your observations of the child/children.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

- 1.2 Understand how students learn
- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organization
- 3.6 Evaluate and improve teaching programs
- 3.7 Engage parents/carers in the educative process
- 4.1 Support student participation
- 6.2 Engage in professional learning and improve practice
- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements

Guidelines for the registration of an early childhood qualification with the Australian Children Education and Care Quality Authority (ACECQA) specify what the curriculum of an early childhood course must include. This unit contributes unit content related to early childhood pedagogies and education and curriculum studies.



















Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes									
	1	2			3		4	5	6	7
1 - Communication	<div></div>		<div></div>	<div></div>		<div></div>	<div></div>			
2 - Problem Solving			<div></div>			<div></div>				
3 - Critical Thinking	<div></div>	<div></div>	<div></div>		<div></div>			<div></div>		
4 - Information Literacy	<div></div>				<div></div>	<div></div>	<div></div>			
5 - Team Work						<div></div>	<div></div>			
6 - Information Technology Competence			<div></div>							
7 - Cross Cultural Competence	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>			
8 - Ethical practice		<div></div>	<div></div>	<div></div>		<div></div>	<div></div>			
9 - Social Innovation										
10 - Aboriginal and Torres Strait Islander Cultures										

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Portfolio - 50%										
2 - Written Assessment - 50%										
3 - Professional Practice Placement - 0%										

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lyn Hughes Unit Coordinator
l.hughes@cqu.edu.au

Schedule

WEEK 1 SESSION 1 VALUING CHILDHOOD AND UNDERSTANDING HOW YOUNG CHILDREN LEARN - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Valuing Childhood from birth to 8 years.

Why is this time so important?

What does the research say?

How do children grow and learn 0-3Years?

What is pedagogy and curriculum for children 0-3 years?

What is the role of Early childhood services and educators in providing for the children throughout this time?

Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds

Suggested Reading:

Center on the Developing Child.

(2015). Supportive relationships and active skill-building strengthen the foundations of resilience. Working Paper 13.

Harvard University: Center on the Developing Child.

Childhood Care and education: A child perspective paradigm, European Early Childhood Education Research Journal, Vol. 21, No. 4, p. 456-475. Allen, S. & Whalley, M. (2010), Supporting

Pedagogy and Practice in Early Years Settings. Exeter, UK: Learning Matters Ltd, Chapter 2. Textbook: Justus Sluss, D. (2019). Supporting

Play in Early Childhood: Environment, Curriculum, Assessment. (3rd ed) Boston, MA, USA: Cengage

Pound, L. (2011), Influencing Early Childhood Education: Key figures, philosophies and ideas, Berkshire, England, Open University Press.

Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 2

It is expected that personal research is used to support your learning.

All references listed for each weekly module may assist you in your assignments.

Please refer to Moodle e Reading Lists as well.

WEEK 1 SESSION 2 CHILD DEVELOPMENT FROM BIRTH - 8 YEARS - INCLUDING UNDERSTANDINGS OUTLINED IN THE FIRST 1000 DAYS - 08 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Valuing Childhood from birth to 8 years. What is our image of children 0- years, 4-8 years and childhood? Child development from birth - 8 years - including understandings outlined in the First 1000 Days How do children grow and learn 3-8 years What is pedagogy and curriculum for children 3-8years years? What are the most important aspects of learning for children inthese different age groups?	Suggested Reading: Childhood Care and education: A child perspective paradigm, European Early Childhood Education Research Journal, Vol. 21, No. 4, p. 456-475. Allen, S. & Whalley, M. (2010), Supporting Pedagogy and Practice in Early Years Settings. Exeter, UK:Learning Matters Ltd, Chapter 2. Bishop, R., Ladwig, J., & Berryman, M. (2014). The centrality of relationships for pedagogy: The Whanaungatanga thesis. American Educational Research Journal, 51(1), 181-214. Pound, L. (2011), Influencing Early Childhood Education: Key figures, philosophies and ideas, Berkshire, England, Open University Press. Walsh, G., McMillan, D. & McGuinness. C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 2 It is expected that personal research is used to support your learning.	All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well.

WEEK 2 SESSION 1 CHILDREN'S PLAYFUL INQUIRY - 15 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
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What is Play? Play, learning and brain science in the baby and toddler rooms and beyond.

How can play and other reciprocal interactions with adults and other children influence language learning in young children?

Is this different as children get older and does this impact on their development?

What does play-based learning look like for children 3-8? Is this different as children get older and does this

Basler Wisneski, D. & Reifel, S. (2013), *A Place of Play in Early Childhood Curriculum*. In N. File, J. Mueller, & D. Basler Wisneski, (Eds.), *Curriculum in early childhood education: Re-examined, rediscovered, renewed*. (pp. 175-187). NY, NY: Routledge.

Project: Applied Developmental Science, 6(1), 42-57. DOI: 10.1207/s1532480XADS0601_05

Dalli, C. (2014). Quality for babies and toddlers in early years settings. Occasional Paper 4. TACTYC, Association for the Professional Development of

McMonagle, A. (2012), Professional Pedagogy Project: Supporting every child's right to early education, Ireland, Donegal County Childcare Committee (DCCC3 Publishing).

Lester, S. & Russell, W. (2010). Children's Right to Play: An examination of the importance of play in the lives of children worldwide. Retrieved from Bernard van Leer Foundation

website: <http://www.bernardvanleer.org/Childrens-right-to-play-An-examination>.
Quiñones, G., Li, L., & Ridgway, A. (2021). Affective Early Childhood Pedagogy
for Infant-Toddlers.

All references listed for each weekly module may assist you in your assignments.
Please refer to Moodle e Reading Lists as well.

Module/Topic	Chapter	Events and Submissions/Topic
<p>Articulate a theorised approach to early childhood pedagogy that recognises the importance of play and builds on relationships with children and connectedness to their worlds</p> <p>Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making</p> <p>Critically reflect on prevailing notions of curriculum, curriculum frameworks and schooling to identify opportunities for exercising professional judgement in curriculum decision making and pedagogical practices that value children and childhood in and beyond early years settings.</p> <p>Discussing and exploring the different policies and planning principles for children birth to 6 years.</p> <p>Exploring the different early childhood settings that the age groups are attending.</p> <p>What are the strategies that fall with in the principles of early learnig.</p>	<p>Suggested Reading:</p> <p>Australian Government Department of Education, Employment and Workplace Relations. (2009). <i>Belonging, being and becoming: The early years learning framework for Australia</i>. Canberra: Author.</p> <p>Fleer, M. (2015). Pedagogical positioning in play—teachers being inside and outside of children's imaginary play. <i>Early child development and care</i>, 185(11-12), 1801-1814.</p> <p>Forbes, R. (2004). <i>Beginning to play: Young children from birth to three</i>. Open University Press.</p> <p>Hughes, A. M. (2010). <i>Developing play for the under 3s: The treasure basket and heuristic play</i>. London: Routledge.</p> <p>It is expected that personal research is used to support your learning.</p>	<p>All references listed for each weekly module may assist you in your assignments.</p> <p>Please refer to Moodle e Reading Lists as well.</p>

Module/Topic	Chapter	Events and Submissions/Topic
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Global perspectives on early childhood pedagogy and curriculum.

What is the importance of curriculum frameworks when teaching children birth to 3?
How can a global perspective guide our pedagogy and world view of play?
What does international research teach us about children's learning?
How best do children learn?
Does this type of understanding help us to consider the multicultural influences in our teaching and learning?

Suggested Reading:

Department of Education, Employment and Workplace (DEEWR,(2010), Educators Being, Belonging, Becoming: Educators' Guide to the Early Years Learning Framework
Edwards, S., Mantilla, A., Grieshaber, S., Nuttall, J., & Wood, E. (2020). Converged play characteristics for early childhood education: multi-modal, global-local, and traditional-digital. *Oxford Review of Education*, 1-24.
Fleer, M. (2021). Play in the early years. Cambridge University Press.
Steiner Education, (2011). Australian Steiner Curriculum Framework, 2011, Kindergarten/Foundation Position Paper.
Forest School Canada, (2014). Forest and Nature School in Canada: A Head, Hands Approach to Outdoor Learning.
It is expected that personal research is used to support your learning.

All references listed for each weekly module may assist you in your assignments.
Please refer to Moodle e Reading Lists as well.

WEEK 3 SESSION 2 WHAT ABOUT CONTEMPORARY CHILDREN, PLAY, AND TECHNOLOGY - 22 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>What has affected children desire and ability to play given our contemporary world. What has happen to play in regards to the introduction of technology. What can play look like in the 21st century.</p>	<p>Suggested Reading: Theobald, M., Danby, S., Davidson, C., Houen, S., Scriven, B., & Thorpe, K. (2016). How talk and interaction unfold in a digitally enabled preschool classroom. <i>Australian Journal of Linguistics</i>, 36(2), 189-204. Davidson, C., Danby, S. J., Given, L. M., & Thorpe, K. J. (2016). Facilitating young children's use of the web in preschool. <i>Journal of Research in Childhood Education</i>, 30(4), 569-584. Danby, S. J., Fleer, M., Davidson, C., & Hatzigianni, M. (Eds.). (2018). <i>Digital Childhoods: Technologies and Children's Everyday Lives</i> (Vol. 22). Springer. Scriven, B., Edwards-Groves, C., & Davidson, C. (2018). A Young Child's Use of Multiple Technologies in the Social Organisation of a Pretend Telephone Conversation. In <i>Digital Childhoods</i> (pp. 267-284). Springer, Singapore. It is expected that personal research is used to support your learning.</p>	<p>All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well.</p>

WEEK 4 SESSION 1 COMPLEXITIES AND CHALLENGES IN EARLY CHILDHOOD. - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
<p>Complexities and challenges in early childhood. What does holistic teaching mean from birth to 3 years? What does it mean to teach with deliberate intention in the babies' room?</p>	<p>Suggested Reading: Scotland's Commissioner for Children and Young People, (2014), Children's Right to Play, Culture and Arts. Almon, J. & Miller, E. (2011). The Crisis in Early Childhood. Retrieved from the Alliance for Childhood website: http://www.allianceforchildren.org/sites/allianceforchildhood.org/files/files/crisis-in-early-ed.pdf Sims. M. (2014). Is the Care-Education Dichotomy Behind Us? Should it Be? <i>Australasia Journal of Early Childhood</i>, Vol. 39, No. 4. It is expected that personal research is used to support your learning.</p>	<p>All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well.</p>

WEEK 4 SESSION 2 CONTEMPORARY STUDIES ON APPROPRIATE PEDAGOGIES FOR CHILDREN BIRTH TO 8

YEARS (E.G., THE EFFECTIVE PROVISION OF PRE-SCHOOL EDUCATION - 29 Nov 2021

Module/Topic	Chapter	Events and Submissions/Topic
Plan and implement learning experiences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds and also link to your observations of the child/children. Appropriate pedagogies in the early years of schooling	<p>Suggested Reading: Walsh, G., McMillan, D. & McGuinness, C. (eds). (2017). Playful teaching and learning. Melbourne: Sage. Chapter 2 Sonter, Lisa. Risky business: Viewing intentional teaching as a risky endeavour [online]. Educating Young Children: Learning and Teaching in the Early Childhood Years, Vol. 19, No. 2, 2013: 42-43. Availability: Somerville, M., Davies, B., Power, K., Gannon, S. & de Carteret, P. (2011). Place pedagogy change. Netherlands: Sense Publishing. Weisberg, D. S., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Guided play: Where curricular goals meet a playful pedagogy. Mind, Brain, and Education, 7(2), 104-112. It is expected that personal research is used to support your learning.</p>	<p>All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well.</p>

WEEK 5 SESSION 2 PLAY AS A CONTEXT FOR EMERGENT LITERACY AND NUMERACY - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
How and when do we begin teaching young children to be literate and numerate?	<p>Suggested Reading: Element, Mathilda; Webster, Sue; Lee, Melissa and Ruskin, Carol. Reflective practice [online]. Educating Young Children: Learning and Teaching in the Early Childhood Years, Vol. 18, No. 1, 2012: 13-17. Alexander, R. (2012). Improving oracy and classroom talk in English schools: Achievements and challenges. Extended and referenced version of a presentation given at the DfE seminar on Oracy, the National Curriculum and Educational Standards, February 20, London. Alexander, R.J. (2015). Teaching and learning for all? The quality imperative revisited. International Journal of Educational Development, 40, 250-258. Ang, L. (2014). Preschool or prep school? Rethinking the role of early years education. Contemporary Issues in Early Childhood, 15(2), 185-199. It is expected that personal research is used to support your learning.</p>	<p>All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well</p>

WEEK 5 SESSION 1 THE ENVIRONMENT AS THE THIRD TEACHER: DUE TO THE INTENSIVE NATURE OF THIS UNIT WE WILL NOT BE OBSERVING THIS BREAK WEEK. - - 06 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
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This week is a non-teaching week but we will be continuing with our studies during this week due to the intensive nature of the unit. This will be week 5 for us.

Suggested Reading

Archer, C. & Siraj, I. (2015). Measuring the quality of movement-play in early Childhood education settings: Linking movement-play and neuroscience.

European Early Childhood

Research Journal, 23(1), 21-42.

Berris, R. & Miller, E. (2011). How design of the physical environment impacts early learning: Educators' and parents' perspectives. Australasian Journal of Early Childhood, 36(4). 102-110.

It is expected that personal research is used to support your learning.

All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well.

WEEK 6 SESSION 2 PROFESSIONAL PEDAGOGY IN EARLY CHILDHOOD - 13 Dec 2021

Module/Topic	Chapter	Events and Submissions/Topic
Professional pedagogy in early childhood. What is the future of early childhood? How can we 'future proof' the pedagogy of play at all developmental stages? What will learning and teaching in the EC sector look like in the future?	Suggested Reading: Barnes, S. (2012). Making Sense of Intentional Teaching: Children's Services Central. retrieved from: http://www.cscentral.org.au/Resources/intentional-teaching-web.pdf . Leggett, N. & Ford, M. (2013). A Fine Balance: Understanding the roles of educators and children's play as intentional teachers and intentional learners within the Early Years Learning Framework. Australasia Journal of Early Childhood, Vol. 38, No. 4. Community Child Care Victoria, (2011). Collaborating with Children for Effective Programming: Self-guided learning package. It is expected that personal research is used to support your learning.	All references listed for each weekly module may assist you in your assignments. Please refer to Moodle e Reading Lists as well Portfolio - A Research Inquiry of Place and Play Due: Wednesday (22 Dec 2021) 11:00 pm AEST

Week 10 - 24 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Reflection on a contemporary issue using play based pedagogical learning Due: Week 10 Monday (January 24, 2022) 11:45 pm AEST Reflection on a contemporary issue using play based pedagogical learning Due: Week 10 Friday (28 Jan 2022) 11:45 pm AEST

Week 11 - 31 Jan 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 07 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Professional Practice Placement Due: Week 12 Friday (11 Feb 2022) 11:45 pm AEST

Exam Week - 14 Feb 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Overview

In this unit, you will extend your thinking about viable sources of curriculum, and through reflection on the work of educators of Reggio Emilia, you will explore the notion of 'teacher as researcher', see yourselves as researchers and see children as active participants in the design, construction and enactment of the 'curriculum'. You will examine the teacher's role in pedagogical decisions with particular emphasis on mindfulness, reflective practice and intentional teaching, and as (co)creators of aesthetic learning environments that support connectedness, belonging, investigation, discovery, play and wellbeing. Pedagogies of relationships, place, play, possibility and provocation are examined in indepth ways. You will examine guiding principles and research underpinning curriculum approaches as well as your own developing assumptions and philosophy of education to articulate what you believe should underpin curriculum inquiry in early childhood. You will inspect how early childhood pedagogy reflects the importance of childhood and contributes to the holistic wellbeing, learning and development of children. As part of this process, you consider what being, belonging and becoming can look like in practice for children and for the early childhood educator. You will scrutinise real-world challenges and dilemmas. You will demonstrate your ability to identify and think through complex issues, diverse interpretations and expectations of the teaching and learning process and respond to these in ways that deepen your intellectual, ethical and emotional engagement work. You will complete a 15 day placement in an early childhood service with children birth to 35 months.

Course coordinator is Lyn Hughes

l.hughes@cqu.edu.au

Assessment Tasks

1 Portfolio - A Research Inquiry of Place and Play

Assessment Type

Portfolio

Task Description

Portfolio - A Research Inquiry of Place and Play

Assessment Type Portfolio

Task Description

In this task, you are required to use the research methodology of visual ethnography. This requires you to study two learning environments (play space). This means that you examine one man-made environment and one natural environment or a combination of the two. In the selection of the learning environments, you need to ensure that one of these environments provides opportunities for children, birth to 35 months to engage in the space. As you select the play spaces, you may also like to consider spaces in which children like to play; well-used places and spaces; poorly used places and spaces; child-friendly space/s; community space/s; beautiful spaces and so on.

You will need to identify a **Research Question/s** that will direct an inquiry into the use of the learning environment that you have chosen. The focus of your research question/s should consider:

- What understandings about the children are reflected in the design or features of this play space?
- Are there opportunities for children to play and what type of play is encouraged in this space?
- As you examine the space and the possibilities afforded for children, consider also pedagogical implications for teachers. For example, how might the teacher engage with the children in the space and how might the teacher add to the play space over time?
- How do the spaces contribute to ensuring opportunities for optimal brain development?

Documentation of the spaces will be collected using a number of resources. This includes photos/images; drawings and sketches; journal entries; film clips; collections of materials or objects or artifacts or signs/symbols at sites; mapping of pathways in spaces) during field-work.

The documentation will be analysed to identify possible patterns, themes, paradoxes and issues in relation to the research question you have explored. The focus for your analysis also needs to link back to the dot points under the focus for your research question.

The assignment will be presented as a photo essay, a collage of multiple data, a poster display, or a mix of images and narrative text.

This **visual display** will be accompanied by an up to **2000 words statement** that describes the context of the issue studied; a clear research question/issue explored; the methods used to **collect data; interpretations and implications** of the data for curriculum and pedagogy in relation to place/play and the way in which possible **biases and assumptions** and personal experiences influenced the research and your interpretations of the data.

Weight 50%

NOTE: This assessment task builds professional knowledge and understanding of pedagogical practice in early years

contexts and develops critical reflection on the role of ongoing professional learning in enacting professional roles in diverse early learning settings. The task can be used as evidence for demonstrating aspects of the Australian Professional Standards for Teachers focus areas 1.2, 2.1, 2.2, 4.1 and 6.2.

Assessment Due Date

Vacation Week Friday (23 Dec 2021) 11:45 pm AEST

Assessment Due Date

Week 6 Wednesday (22 Dec 2021) 11:45 pm AEST

Return Date to Students

Week 9 Friday (21 Jan 2022)

Weighting

50%

Assessment Criteria

Knowledge and understanding of early childhood pedagogies and the importance of play in young children's learning

Application of an inquiry learning framework guided by a clear research question

Documentation of children's learning and pedagogical processes

Critical reflection on implications for teaching, professional roles and sources of professional learning for teachers

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds
- Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Reflection on a contemporary issue using play based pedagogical learning

Assessment Type

Written Assessment

Task Description

This task requires you to identify a challenge or issue within the contemporary teaching-learning context. In beginning this task, you need to select a case study or media vignette (suggestions will be provided during tutorials). As you engage with the case study you need to identify the challenges or tensions within this issue. Your analysis will be supported through consideration of the principles, practices, and outcomes articulated in the Early Years Learning Framework (DEEWR, 2009) and the Rights of the Child (UNCRC, 19). Additionally, you need to consider how this challenge or issue links to early childhood pedagogies.

Following analysis of the issues, you will describe methods that you would use to address the issue/dilemma with reference to relationship building between all stakeholders to address the issue/dilemma.

After critically reflecting on the issue and your approach to addressing the issue, you need to articulate the principles that will support your work as an early childhood pedagogue in the future. You must ensure that the principles you articulate and use to guide your practice into the future are inclusive of children birth to eight.

There must be evidence of research using authoritative sources to support your approach to this assessment task.

Word Count: Up to 2000 words.

Weight: 50%

NOTE: This assessment task extends the understanding of research-informed practice in early childhood settings. The task includes a focus on the evaluation of teaching programs and strategies for engaging with parents/carers and colleagues to improve teaching practice.

Assessment Due Date

Week 10 Friday (28 Jan 2022) 11:45 pm AEST

Return Date to Students

Exam Week Friday (18 Feb 2022)

Weighting

50%

Assessment Criteria

Identification of a contemporary issue or challenge arising in the early childhood space

Articulation of the links between the principles, practices, and outcomes of Early Years Learning Framework and the Rights of the Child

Critical reflection on the role of early childhood professionals in supporting learning for children from diverse backgrounds through collegial partnerships

Use of authoritative sources to back claims and provide justification for strategies

Development of a theorised approach to early childhood pedagogies (philosophy)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Articulate a theorised approach to early childhood pedagogy that recognises the importance of play and builds on relationships with children and connectedness to their worlds
- Evaluate the influence of educators' personal assumptions and biases on understanding and interpreting the contexts and consequences of communities and children's socio-economic backgrounds
- Conduct an inquiry into pedagogies of place and play to identify the influence and significance of contexts on teachers' curriculum decision making
- Defend the role of the early childhood professional in making ethical decisions that respect children
- Critically reflect on prevailing notions of curriculum, curriculum frameworks and schooling to identify opportunities for exercising professional judgement in curriculum decision making and pedagogical practices that value children and childhood in and beyond early years settings.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

3 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

EDEC11029 Professional Practice (Birth – 35 months) 15 Day Placement : Completion of all tasks associated with either the Diploma of Early Childhood Education and Care placement requirement or 15 day child care placement with young children. It is a requirement that all students completing a Bachelor of Education Early Childhood studies must complete one placement in an Childcare centre. Pass/Fail Assessment task.

Assessment Due Date

Week 12 Friday (11 Feb 2022) 11:45 pm AEST

Return Date to Students

Exam Week Friday (18 Feb 2022)

Weighting

Pass/Fail

Assessment Criteria

Complete a professional placement in a childcare setting with a minimum of 10 days working with children birth - 35 month requiring observation, planning and implementation of learning experiences.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Complete a placement with young children birth to 35 months
- Plan and implement learning experiences that promote the engagement and participation of all learners and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds and also link to your observations of the child/children.

Graduate Attributes

- Communication
- Problem Solving
- Team Work
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem