EDEC11029 *Policy and Research in Early Childhood*

Term 2 - 2017

Profile information current as at 14/05/2024 08:54 am

All details in this unit profile for EDEC11029 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

You will engage with the national policy landscape to understand how it is both responsive to contemporary issues facing young children and their families in the 21st century and aspirational, articulating goals for the future. You will analyse policy texts that focus on strategies for providing equitable access to high quality education and care for children with special needs and their families. You will articulate how policies reflect the values and agendas of government, contemporary research/reports, beliefs about children and childhood and expectations for how early childhood services and educators contribute to implementing policy that addresses disadvantage and builds a democratic, equitable and just society. Central to this unit is an understanding of the social construction of childhood, of the educator and of what is valued for children in the 21st century. You will explicate and analyse the dominant images and constructions of children and childhood that are evident in policy texts and policy discourse and derive implications of policy for practice and ethical considerations and responsibilities.

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

There are no requisites for this unit.
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 2 - 2017

- Distance
- Rockhampton

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. **Written Assessment**
Weighting: 60%
2. **Written Assessment**
Weighting: 40%
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

Feedback
Student support

Recommendation
More student contact.

Feedback from Student

Feedback
Assessment task descriptions.

Recommendation
Refine task descriptions.

Feedback from Student

Feedback
Assessment Task 2 - the interview questions

Recommendation
Assessment Task 2 to be changed so students will access sample policies and the teacher interview will be removed.

Unit Learning Outcomes

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

1. Access, evaluate and report on professional literature that supports the development of policy related to access and participation of children with special needs in early childhood education and care services
2. Explicate the contextual issues and underpinning social values that propelled the development of policy for young children with special educational needs
3. Analyse the representation of children with special needs in policy documents
4. Engage with literature and professional ethics and responsibilities to reflect on stakeholder roles, implementation issues and implications for practice of policy in action
5. Describe and discuss the implications for practice that are derived from the central concepts/values/principles embedded in the policy
6. Justify the importance of strong partnerships between children, parents, carers and families, and the broader community in creating responsive and healthy early childhood environments and contributing to sustainable futures
7. Identify and implement strategies to facilitate child participation in building a sustainable, democratic, equitable and just society and critically reflect on the child's perspective
8. Complete a professional placement in a childcare setting with a minimum of 10 days working with children birth to 2 years requiring observation, planning and implementation of learning experiences.

Successful completion of the unit "Policy and Research in Early Childhood" provides opportunities for students to demonstrate the Australian Professional Standards for Teachers focus areas 1.1, 1.2, 1.6, 3.7, 4.1, 6.2, 6.4, 7.1, 7.2, 7.3. Additionally students build understandings required by the registering body for early childhood (ACECQA - Australian Children's Education and Care Quality Authority) including socially inclusive practice, ethical and professional practice and research.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ∘ Introductory Level   ∘ Intermediate Level   • Graduate Level   ∘ Professional Level   ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 60%	•	•	•	•	•			
2 - Written Assessment - 40%					•	•	•	•
3 - Professional Practice Placement - 0%								•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes							
	1	2	3	4	5	6	7	8
1 - Communication	•	•	•	•	•	•	•	•
2 - Problem Solving		•	•	•			•	•
3 - Critical Thinking	•	•	•	•	•	•	•	•
4 - Information Literacy	•	•	•	•				
5 - Team Work				•	•	•	•	•
6 - Information Technology Competence								
7 - Cross Cultural Competence	•				•	•	•	•
8 - Ethical practice		•	•		•	•	•	•
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 - Written Assessment - 60%	•	•	•	•			•	•		
2 - Written Assessment - 40%	•	•	•	•	•		•	•		
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 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Lyn Hughes Unit Coordinator
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Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Unpacking policy. Sources of contemporary policy texts.	The chapter references and relevant readings will be provided on Moodle.	

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Significant policies shaping the early childhood education context.		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social construction of childhood and interrogating dominant images of childhood.		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Social construction of childhood and interrogating dominant images of childhood.		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Multiple perspectives of childhood.		

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Stakeholders and pedagogical approaches.		**Written Assessment - Policy Analysis** Due: Week 6 Friday (25 Aug 2017) 11:45 pm AEST

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Understanding community professional networks regarding policy.		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Teacher action research.		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Using a critical lens to examine policy.		

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Building and sustaining community partnerships.		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Implications for children.		

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Policy as advocacy for children's rights.		**Written Assessment - Research Centre-Based Policy & Procedure** Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Placement Due: Review/Exam Week Friday (13 Oct 2017) 11:45 pm AEST

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment - Policy Analysis

Assessment Type
Written Assessment

Task Description
Government policy is underpinned by a commitment to providing equitable access to high quality education that is free from discrimination for all children, including those with special needs and/or disabilities. Further to this, the goals of the Melbourne Declaration commit to encouraging children themselves and parents, carers, families and the broader community to hold high expectations for improving educational outcomes and reducing the effect of disadvantage caused by disability.
You are required to select an early childhood policy that contributes to improving outcomes for children with special educational needs, including children with disability and complete an analysis. Suitable policies for this task may include:

Early Years Learning Framework; QSA – QLD Kindergarten Learning Guidelines; National Quality Standard. The analysis must be no longer than 2000 words and will explicate and discuss the following:

· the history of the policy
· the values and beliefs privileged in the policy
· justifications for policy implementation
· dominant images evident in the policy
· whose interests are privileged and or silenced in the policy
· key stakeholder roles for policy implementation
· accountability measures for implementation
· management of implementation and accountability
· ethical considerations
· Implications for practice including strategies for inclusion and participation of young children with special needs and/or disability in mainstream settings.

Assessment Due Date
Week 6 Friday (25 Aug 2017) 11:45 pm AEST

Return Date to Students

Students will receive timely and useful feedback on all assessment tasks completed during Term, with sufficient time to allow for academic support and advice where necessary, prior to the submission of the next assessment task.

Weighting
60%

Assessment Criteria
Access and evaluate an early childhood policy
Examine policy to identify and discuss values, beliefs and interests
Reflect upon and consider the professional ethics embedded in the policy
Develop and recommend implications for practice
Academic conventions including spelling, grammar, paragraph and accurate use of APA formatting and referencing

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Access, evaluate and report on professional literature that supports the development of policy related to access and participation of children with special needs in early childhood education and care services
- Explicate the contextual issues and underpinning social values that propelled the development of policy for young children with special educational needs
- Analyse the representation of children with special needs in policy documents
- Engage with literature and professional ethics and responsibilities to reflect on stakeholder roles, implementation issues and implications for practice of policy in action
- Describe and discuss the implications for practice that are derived from the central concepts/values/principles embedded in the policy

Graduate Attributes

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

2 Written Assessment - Research Centre-Based Policy & Procedure

Assessment Type
Written Assessment

Task Description
You are required to access a policy and procedure document from an early childhood education and care service that contributes to improving outcomes for children with special educational needs, including children with disability; and investigate the role professional literature, ethics and stakeholders played in the policy development. You will analyse

the policy, and accompanying procedural document, if applicable, to identify and describe the central concepts/values/principles embedded in the policy.

In addition to this, you will interview an early childhood teacher from that service about their understanding of the policy, any implementation issues and implications for practice, not only for early childhood professionals, but also for children, parents, carers, families and the broader community. Guiding questions for the interview are:

1. What role did professional literature, ethics, research and the various stakeholders play in the policy development?
2. What key messages from the policy document influence your practices in implementing inclusive practices to support student participation and engagement in classroom activities?
3. How did you learn about the policy and the implications for your teaching practice and work with families?
4. How does the policy and supporting procedural documentation support your work with students with special needs and their families?

You will describe the teacher's understanding and implementation of the policy, and begin to draw conclusions about the ways in which the policy values children's empowerment and engages them, their families and communities in creating a sustainable learning environment that is responsive to the child's needs and rights.

Finally you will develop recommendations for policy review drawing on the central concepts of agency, democracy, social and cultural responsiveness, equity and respect for diversity.

This paper must be no longer than 1500 words.

Assessment Due Date
Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students

Feedback on this final assessment response will be available after the date for Certification of Grades for the term

Weighting
40%

Assessment Criteria
Analysis of the organisational inclusion/special needs policy
Examination of the procedures derived from the policy
Research the teacher's understanding of policy
Recommendations for policy review derived from analysis
Academic conventions including spelling, grammar, paragraphing and accurate use of APA formatting and referencing.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Learning Outcomes Assessed

- Engage with literature and professional ethics and responsibilities to reflect on stakeholder roles, implementation issues and implications for practice of policy in action
- Describe and discuss the implications for practice that are derived from the central concepts/values/principles embedded in the policy
- Justify the importance of strong partnerships between children, parents, carers and families, and the broader community in creating responsive and healthy early childhood environments and contributing to sustainable futures
- Identify and implement strategies to facilitate child participation in building a sustainable, democratic, equitable and just society and critically reflect on the child's perspective

Graduate Attributes

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

3 Placement

Assessment Type
Professional Practice Placement

Task Description
No Assessment Task Description

Assessment Due Date
Review/Exam Week Friday (13 Oct 2017) 11:45 pm AEST

Return Date to Students
Exam Week Friday (20 Oct 2017)
Three weeks after submission.

Weighting
Pass/Fail

Minimum mark or grade
Pass/Fail

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline

Submission Instructions
Completion of all tasks associated witheither the Diplomaof Early Childhood Education and Care placement requirement or 10 day child care placement with young children.

Learning Outcomes Assessed

- Complete a professional placement in a childcare setting with a minimum of 10 days working with children birth to 2 years requiring observation, planning and implementation of learning experiences.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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