EDEC11029 *Policy and Research in Early Childhood*

Term 2 - 2022

Profile information current as at 29/04/2024 06:27 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 - 2022

- Online

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 Email and conversations with students

Feedback
Participation in discussion forums on the Moodle site

Recommendation
Provide regular reminders pertaining to participation in the unit

Feedback from Student feedback and self reflection

Feedback
Participation in Zoom sessions

Recommendation
Continue to implement strategies to support student participation

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 this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:
1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.6 Strategies to support full participation of students with disability
3.7 Engage parents/carers in the educative process
4.1 Support student participation
6.2 Engage in professional learning and improve practice
6.4 Apply professional learning and improve student learning
7.1 Meet professional ethics and responsibilities
7.2 Comply with legislative, administrative and organisational requirements
7.3 Engage with the parents/carers
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

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 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 Unpacking policy - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Unpacking policy. Sources of contemporary policy texts	Logan, H., Sumsion, J. & Press, F. (2015). The Council of Australian Government reforms [2007-2013]: a critical juncture in Australian early childhood education and care (ECED) policy? International Journal of Child Care and Education Policy, 9 (8). Doi:10.1186/s40723-015-0011-1 Australian Children's Education and Care Quality Authority [ACECQA]. (2012). Guide to the national quality standard. Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf Australian Government Department of Education, Employment and Workplace Relations [DEEWAR]. (2009). Belonging, being & becoming: The early years learning framework for Australia. Retrieved from https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf Australian Institute for Teaching and School Leadership [AITSL]. (2013). Australian professional standards for teachers. Retrieved from http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list Council of Australian Governments [COAG]. (2008). National partnership agreement on early childhood education. Retrieved from http://www.federalfinancialrelations.gov.au/content/npa/education/early_childhood/national_partnership.pdf Ministerial Council on Education, Employment, Training and Youth Affairs [MEETYA]. (2008). Melbourne declaration on educational gaols for young Australians. Retrieved from http://www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf Queensland Studies Authority [QSA]. (2010). Queensland kindergarten learning guideline. Retrieved from https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf United Nations Children's Emergency Fund. (1990). A simplified version of the United Nations convention on the rights of the child. Retrieved from http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf Fenech, M., Giugni, M., & Bown, K. (2012). A Critical Analysis of the National Quality Framework: Mobilising for a Vision for Children Beyond Minimum Standards. Australasian Journal of Early Childhood, 37(4), 5–14.	

Week 2 Significant policies shaping the early childhood education context - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Significant policies shaping the early childhood education contex	Cheeseman, S., Sumsion, J.&Press, F. (2014) Infants of the knowledge economy:the ambition of the Australian Government's Early Years Framework. Pedagogy, Culture & Society 22.3: 405-424 Moore, T.G.(2016), Understanding the nature and significance of early childhood: New evidence and its implications. Centre for communitee Health, Murdoch Children's Research Institute, Mellbourne Masters, G.N. (2016). Five challenges in Australian school education. Policy Insights Issue 5. Camberwell, VIC: ACER. Bown, K, Sumsion, J & Press, F.(2009) Influences on Politicians' Decision Making for Early Childhood Education and Care Policy: what do we know? What don't we know? Conntemporary Issues in Early Childhood.10.3 Grieshaber,S.(2010).Departures from Tradition: The Early Years Learning Framework for Australia, International Journal of Child Care and Education Policy Vol. 4, No.2, 33-44 Bown, K., & Sumsion, J. (2016). Generating visionary policy for early childhood education and care: Politicians' and early childhood sector advocate/activists' perspectives. Contemporary Issues in Early Childhood, 17(2), 192–209 Logan, H., Sumsion, J. & Press, F. The Council of Australian Government Reforms [2007–2013]: a critical juncture in Australian early childhood education and care (ECEC) policy?. ICEP 9, 8 (2015). Sumsion, J., & Grieshaber, S. (2012). Pursuing better childhoods and futures through curriculum: Utopian visions in the development of Australia's Early Years Learning Framework. Global Studies of Childhood, 2(3), 230-244. Government of South Australia, department of Education and Child Development (DEEWR) (2009) Early Years Learning Framework: Perspectives on Pedagogy	

Week 3 Social construction of childhood and interrogating dominant images of childhood. - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic

Social construction of childhood and interrogating dominant images of childhood.	Holland, P. (2004). Picturing childhood: The myth of the child in popular imagery. London, UK: I.B. Tauris Fleer, M., Edwards, S., Hammer, M., Kennedy, A., Ridgway, A., Robbins, J. & Surman, L. (2006). Early childhood learning communities: Sociocultural research in practice. Frenchs Forest, NSW, Australia: Pearson. Prout, A. & James, A. (1997). A new paradigm for the sociology of childhood? Provenance, promise and problems. In A. James & A. Prout (Eds.), Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood (2nd ed., pp. 7-33). London: Falmer Press. Sorin, R. & Galloway, G. (2006). Constructs of childhood: Constructs of self. Children Australia, 31(2), 12-21 The chapter references and relevant readings will be provided on Moodle.
	Holland, P. (2004). Picturing childhood: The myth of the child in popular imagery. London, UK: I.B. Tauris
	Fleer, M., Edwards, S., Hammer, M., Kennedy, A., Ridgway, A., Robbins, J. & Surman, L. (2006). Early childhood learning communities: Sociocultural research in practice. Frenchs Forest, NSW, Australia: Pearson.
	Prout, A. & James, A. (1997). A new paradigm for the sociology of childhood? Provenance, promise and problems. In A. James & A. Prout (Eds.), Constructing and reconstructing childhood: contemporary issues in the sociological study of childhood (2nd ed., pp. 7-33). London: Falmer Press.
	Sorin, R. & Galloway, G. (2006). Constructs of childhood: Constructs of self. Children Australia, 31(2), 12-21

Week 4 Social construction of childhood and interrogating dominant images of childhood. - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Social construction of childhood and interrogating dominant images of childhood.	Higonnet, A. (1998). Pictures of innocence: The history and crisis of ideal childhood. London, UK: Thames and Hudson Ltd.	

Week 5 Multiple perspectives of childhood. - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Multiple perspectives of childhood.

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
	The chapter references and relevant readings will be provided on Moodle.	Written Assessment - Policy Analysis Due: Vacation Week Friday (19 Aug. 2022) 11:45 pm AEST **Policy Analysis** Due: Vacation Week Friday (19 Aug 2022) 11:45 pm AEST

Week 6 Stakeholders and pedagogical approaches. - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Stakeholders and pedagogical approaches.	Wong, S., & Turner, K. (2014). Constructions of Social Inclusion within Australian Early Childhood Education and Care Policy Documents. Contemporary Issues in Early Childhood, 15(1), 54–68. Report on Government Services 2021 Part B Section 3 Early Childhood Education and Care ttps://www.pc.gov.au/research/ongoing/report-on-government-services/2021/child-care-education-and-training/early-childhood-education-and-care The Department of Education Strategic Plan 2021-2025 https://qed.qld.gov.au/publications/strategies/strategic-plan State of Queensland (Department of Education) 2020. A Great start for All Queensland Children: An Early Years plan for Queensland https://qed.qld.gov.au/programsinitiatives/education/Documents/early-years-plan.pdf Australian Institute of Health and Welfare. (2019). Australia's children: in brief. Canberra: AIHW. https://www.aihw.gov.au/reports/children-youth/australias-children-in-brief/summary Australian Institute for Teaching and School Leadership Limited Spotlight Inclusive education: Teaching students with disability December 2020 https://www.aitsl.edu.au/research/spotlights/inclusive-education-teaching-students-with-disability	

Week 7 Understanding community professional networks regarding policy. - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Understanding community professional networks regarding policy.	Flottman, R., McKernan, A. & Tayler, C. (2011). Practice principle 2: Partnerships with professionals. Melbourne, Victoria: Melbourne Graduate School of Education. Retrieved from http://www.education.vic.gov.au/Documents/childhood/providers/edcare/pracpartner.pdf Fox, S., Southwell, A., Stafford, N., Goodhue, R., Jackson, D. and Smith, C. (2015). Better Systems, Better Chances: A Review of Research and Practice for Prevention and Early Intervention. Canberra: Australian Research Alliance for Children and Youth (ARACY). Services for young children and families: an integrated approach, Policy Brief: Translating Early Childhood research evidence to inform policy and practice No 4 2006 Whalley, M. and Riddell, M. (2013) Pen Green children's centre - Standing the test of time https://www.nurseryworld.co.uk/features/article/pen-green-children-s-centre-standing-the-test-of-time	

Week 8 Teacher action research - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Teacher action research	Henderson, B., Meier, D.R., Perry, G. & Stremmel, A.J. (2012). The nature of teacher research. Voices of Practitioners (2012). Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/Nature%20of%20Teacher%20Research.pdf Rust, F. & Clark, C. (2012). How to do action research in your classroom: Lessons from the Teachers Network Leadership Institute. Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/How%20to%20do%20Action%20Research.pdf Kostas Magos (2012) '…, But I cannot do research': action-research and early childhood teachers. A case study from Greece, Teachers and Teaching, 18:3, 331-343 Jiang, Y & Zheng C,(2021) New Methods to Support Effective Collaborative Reflection Among Kindergarten Teachers: An Action Research Approach, Early childhood education journal 49:2 247-258	

Week 9 Using a critical lens to examine policy. - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Using a critical lens to examine policy.	Philpott, D.E., Young, G., Maich, K., Penney, S., & Butler, E. (2019). The Preemptive Nature of Quality Early Child Education on Special Educational Needs in Children. Love, H. R., & Horn, E. (2021). Definition, Context, Quality: Current Issues in Research Examining High-Quality Inclusive Education. Topics in Early Childhood Special Education, 40(4), 204–216.	

Week 10 Building and sustaining community partnerships - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Building and sustaining community partnerships	Stonehouse, A. (2012). Collaborating with families : not a problem! Every Child, 18(1), 28–29. Whalley. (2013). Building bridges. Rattler (Sydney), 106, 20–23. Stonehouse, A. (2018). Lively, open, mindful communication. Every Child, 24(3), 3. https://search.informit.org/doi/10.3316/ielapa.131200455445573	

Week 11 Implications for children. - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic

| Implications for children. | The chapter references and relevant readings will be provided on Moodle. | |

Week 12 Policy as advocacy for children's rights. - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Policy as advocacy for children's rights.	The chapter references and relevant readings will be provided on Moodle.	EDEC 11029 Professional Practice (Birth – 35 months) Due: Week 12 Monday (9 Oct 2022) 12:00 am AEST **Research Centre-Based Policy & Procedure** Due: Week 12 Friday (7 Oct 2022) 11:45 pm AEST **EDEC 11029 Professional Practice (Birth – 35 months)** Due: Week 12 Friday (7 Oct 2022) 11:45 am AEST

Assessment task submission - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Written Assessment - Research Centre-Based Policy & Procedure Due: Week 12 (Friday 16 Oct. 2022) 11:45 pm AEST

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Policy Analysis

Assessment Type
Written Assessment

Task Description
Task Description
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

Alice Springs (Mparntwe) 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
Vacation Week Friday (19 Aug 2022) 11:45 pm AEST

Return Date to Students
Week 7 Friday (2 Sept 2022)
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

Criterion 1:
Access and evaluate an early childhood policy describing: The historical social values and contextual issues that have shaped the policy related to access and participation of children with special needs; in addition to the underpinning legislative requirements and the resulting dominant images of children with special needs.

Criterion 2:
Examine policy to identify and discuss: Whose values, beliefs and interests are privileged and silenced; how these are used to justify the policy implementation and any research of how students learn and this informs the implications for teaching

Criterion 3:
Reflect upon and consider the professional ethics related to the policy in terms of: The role stakeholders play in practicing the key principles described in the codes of ethics and conduct; including the application of accountability measures

Criterion 4:
Develop and recommend implications for practice: Based on the knowledge and understanding of physical, social and intellectual development of students (that includes strategies for involving parents/carers in the educative process and strategies for inclusion, differentiation and participation of young children with special needs and/or disability in mainstream settings

Criterion 5:
Academic detail: Student presents information in accordance with accepted academic conventions including spelling, grammar, paragraphing and accurate use of APA style and APA referencing.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th 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 Research Centre-Based Policy & Procedure

Assessment Type
Written Assessment

Task Description

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 documents 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:

What role did professional literature, ethics, research and the various stakeholders play in the policy development?

What key messages from the policy document influence your practices in implementing inclusive practices to support student participation and engagement in classroom activities?

How did you learn about the policy and the implications for your teaching practice and work with families?

How does the policy and procedural document 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.

Word Limit 2000-2500 words. This paper must be no longer than 2500 words.

Assessment Due Date

Week 12 Friday (7 Oct 2022) 11:45 pm AEST

Return Date to Students

Exam Week Friday (21 Oct 2022)

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

Weighting

40%

Assessment Criteria

Criterion 1:

Analysis of the organizational inclusion/special needs policy provides: insights related to the role professional literature, ethics and stakeholders played in the policy development. Identifies the central concepts / values / principles embedded within the policy, and the influence this has in supporting inclusive student participation and engagement in classroom activities

Identifies connections between the relevant legislative, administrative and organisational policies and processes required for teachers

Criterion 2:

Examination of the procedures derived from the policy explores: Implementation issues and implications for relevant and appropriate sources of professional learning for teachers to inform and support the development of effective partnerships with families which are sensitive and confidential

Criterion 3:

Research teacher understanding of policy: Identifies the impact on children, parents, carers, families and the broader community, and the opportunities for these stakeholders to work together to create a sustainable learning environment that is responsive to the child's needs and rights.

Criterion 4:

Develop recommendations for policy review which includes: Strategies to facilitate child participation in building a sustainable, democratic, equitable and just society and critically reflect on the child's perspective. A broad range of strategies for involving parents/carers in the educative process A rationale for continued professional learning and the implications for improved student learning

Criterion 5:

Academic detail: Student presents information in accordance with accepted academic conventions including spelling, grammar, paragraphing and accurate use of APA style and APA referencing.

Referencing Style

- American Psychological Association 7th Edition (APA 7th 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 EDEC 11029 Professional Practice (Birth – 35 months)

Assessment Type
Professional Practice Placement

Task Description
Assessment 3

EDEC11029 Professional Practice (Birth – 35 months) This is a task that all Early Childhood Degree students(CC14) must complete In order to attain the Bachelor of Education (Early Childhood Studies).
15 Day Placement : Completion of all tasks associated with either the Diploma of Early Childhood Education and Care placement requirement of 20 days or this 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 a Childcare centre. Pass/Fail Assessment task. The paperwork required for this placement is on the Moodle site under Assessment task 3.

Assessment Due Date
Week 12 Friday (7 Oct 2022) 11:45 am AEST

Return Date to Students
Exam Week Friday (21 Oct 2022)
The task will be marked and returned 2 weeks after submission

Weighting
Pass/Fail

Minimum mark or grade
Pass

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 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
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