

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# EDEC11029 Policy and Research in Early Childhood

## Term 2 - 2024

Profile information current as at 15/05/2024 09:35 pm

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 - 2024

- 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

#### 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 Unit evaluation

##### **Feedback**

More interaction with students online.

##### **Recommendation**

Support greater interaction with students.

#### Feedback from Unit evaluation

##### **Feedback**

Assessment clarity

##### **Recommendation**

Provide further scaffolding for the assessment task.


## 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 (including behaviour) 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 (including behaviour) 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

### **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
- 4.3 Managing challenging behaviour
- 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

 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 - Written Assessment - 60%	•	•	•	•	•		
2 - Written Assessment - 40%				•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
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							

## Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.