

In Progress

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



EDEC28004 *Working with Infants and Toddlers*

Term 1 - 2025

Profile information current as at 12/02/2025 02:50 pm

All details in this unit profile for EDEC28004 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

Working with infants and toddlers draws on a specialised and growing body of research about the capabilities and characteristics of young learners. Recognition of infant and toddler agency informs how pedagogies are selected to build and sustain respectful and reciprocal relationships are enacted within early childhood education and care contexts. In this unit you will interrogate your personal assumptions and capabilities for working with infants and toddlers and reflect on the centrality of partnerships with children's families. You will complete a 15-day professional placement in an early childhood setting with children aged birth to two years where the focus is on observing and enacting pedagogies that are responsive to the needs of infants and toddlers.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

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 1 - 2025

- 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 Postgraduate 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](#).

Unit Learning Outcomes

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

1. Interpret observed interactions and care practices to identify key pedagogies that educators use as they work with infants and toddlers that promote secure, respectful and reciprocal relationships and ensure appropriate care and to meet the specific learning needs of children across the full range of abilities
2. Critically reflect on personal assumptions about infants and toddlers to generate personal attributes and capabilities required for working with infants and toddlers
3. Select and utilise strategies that facilitate positive interactions, nurture relationships, promote wellbeing, belonging and learning and ensure the continuation of centre routines and rituals to support all childrens' learning, participation and engagement
4. Plan, implement and document learning experiences that promote the engagement, participation and care of infants and toddlers and are responsive to their characteristics, stage of development and social, cultural and linguistic backgrounds
5. Demonstrate professional responsibility through adherence to placement guidelines, codes of conduct and ethics and legislative, administrative and organisational policies and processes for teachers at the professional experience site
6. Reflect on the importance of genuine partnerships with families/caregivers and with other professionals with consideration of need for sensitivity and confidentiality during interactions in order to support children's learning, development and wellbeing
7. Propose a plan for continued professional learning for working with infants and toddlers.

This unit contributes to meeting the curriculum content requirements outlined by the Australian Children's Education & Care Quality Authority (ACECQA) and the completion of a placements with infants and toddlers.

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
1 - Written Assessment - 50%	•	•					
2 - Professional Practice Placement - 0%			•	•	•		
3 - Presentation - 50%						•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes						
	1	2	3	4	5	6	7
1 - Knowledge	○	○	○	○	○	○	○
2 - Communication	○	○				○	○
3 - Cognitive, technical and creative skills	○			○			
4 - Research	○						
5 - Self-management							
6 - Ethical and Professional Responsibility			○	○	○	○	
7 - Leadership							
8 - 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 February 2025

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.