EDEC28006 *Examining the Early Childhood Education and Care Context*
Term 2 - 2025

Profile information current as at 13/12/2025 03:55 pm

General Information

Overview

Early Childhood education and care services have an important role in ensuring that Australia's vision for all children to thrive in their early years will be accomplished. Enacting curriculum with children to ensure their holistic development requires thoughtful decision making that draws on professional knowledge, knowledge of children and local contexts, and understandings of the relevant learning framework. As you examine approaches to curriculum that are responsive to children, you will consider also how the way we view children impacts our work with them. You will research and apply strategies for gathering data about children's learning with particular attention given to sharing information with stakeholders. You will analyse the learning of children to document their curiosities, capabilities, discoveries, knowledge skills, theories and involvement in learning. Drawing on your engagement with observing, assessing and documenting learning, you will reflect critically to determine implications for your future learning and practice.

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 2 - 2025

- 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 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
1. **Presentation**
Weighting: 40%
2. **Written Assessment**
Weighting: 60%

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

Feedback
Tutorials

Recommendation
Continue to enact tutorials that are interactive and supportive

Unit Learning Outcomes

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

1. Synthesise approaches to curriculum that are responsive to children to create a multimedia presentation
2. Appraise perspectives of children embedded in the selected policy text/s and explicate how such views impact how teachers work with young children
3. Research and apply strategies for gathering data about children's learning with particular attention given to sharing information with important stakeholders (families), including Aboriginal and Torres Strait Island families and explain challenges for educators
4. Analyse the learning behaviour of children to document their curiosities, capabilities, discoveries, knowledge skills, theories and involvement in learning
5. Generate visual documentation to make visible your analysis of children's learning
6. Explicate links to the practices outlined in Belonging, Being and Becoming: Early Years Learning Framework for Australia
7. Reflect critically on the impact of your observations of children on future learning and practice.

This unit contributes to meeting the curriculum content requirements outlined by the Australian Children's Education & Care Quality Authority (ACECQA).

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

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

Textbooks

Information for Textbooks is not yet available.
The textbooks have not yet been finalised.

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

Janet Souter Unit Coordinator
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Schedule

Week 1 - 14 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
History and Philosophy · Overview of the history of early childhood education · Key philosophers and theories · Image/view of children, sociology of childhood	Recommended references will be noted on the Moodle site. Additionally, you will draw on the following text: Arthur, L., Beecher, B., Death, E., & Dockett, S (2025). Programming and Planning in Early Childhood Settings Cengage Learning Australia. (This text is available as an ebook).	

Week 2 - 21 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
History and Philosophy (continued) · Overview of the history of early childhood education · Key philosophers and theories · Image/view of children, sociology of childhood		

Week 3 - 28 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
History and Philosophy (continued) · Overview of the history of early childhood education · Key philosophers and theories · Image/view of children, sociology of childhood		

Week 4 - 04 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
The policy context · Code of ethics · UN Rights of the Child · The Alice Spring (Mparntwe) Education Declaration · National Quality Framework, National Quality Standard and Early Years Learning Framework		

Week 5 - 11 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic

The policy context (continue)
· Code of ethics
· UN Rights of the Child
· The Alice Spring (Mparntwe) Education Declaration
· National Quality Framework, National Quality Standard and Early Years Learning Framework

Vacation Week - 18 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 1 - Presentation (40% weighting) - Due Wednesday 20th August, 11:45pm (AEST **Presentation** Due: Vacation Week Wednesday (20 Aug 2025) 11:45 pm AEST

Week 6 - 25 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
What is Curriculum? · Approaches to curriculum embedded in the early years learning framework (Arthur, Beecher et al., 2025) · Exploration EYLF with a focus on the Principles and Practices, curriculum approaches and pedagogies · Links to the Australian Curriculum – a particular focus on General Capabilities and the continua · Introduction to curriculum planning (The Early Years Learning Framework Planning Cycle) · Observation Documentation – links to Reggio Emilia		

Week 7 - 01 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
What is Curriculum? (continued) · Approaches to curriculum embedded in the early years learning framework (Arthur, Beecher et al., 2025) · Exploration EYLF with a focus on the Principles and Practices, curriculum approaches and pedagogies · Links to the Australian Curriculum – a particular focus on General Capabilities and the continua · Introduction to curriculum planning (The Early Years Learning Framework Planning Cycle) · Observation Documentation – links to Reggio Emilia		

Week 8 - 08 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic

What is Curriculum? (continued)
·   Approaches to curriculum embedded in the early years learning framework (Arthur, Beecher et al., 2025)
·   Exploration EYLF with a focus on the Principles and Practices, curriculum approaches and pedagogies
·   Links to the Australian Curriculum – a particular focus on General Capabilities and the continua
·   Introduction to curriculum planning (The Early Years Learning Framework Planning Cycle)
·   Observation Documentation – links to Reggio Emilia

Week 9 - 15 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
What is Curriculum? (continued) · Approaches to curriculum embedded in the early years learning framework (Arthur, Beecher et al., 2025) · Exploration EYLF with a focus on the Principles and Practices, curriculum approaches and pedagogies · Links to the Australian Curriculum – a particular focus on General Capabilities and the continua · Introduction to curriculum planning (The Early Years Learning Framework Planning Cycle) · Observation Documentation – links to Reggio Emilia		

Week 10 - 22 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
What is Curriculum? (continued) · Approaches to curriculum embedded in the early years learning framework (Arthur, Beecher et al., 2025) · Exploration EYLF with a focus on the Principles and Practices, curriculum approaches and pedagogies · Links to the Australian Curriculum – a particular focus on General Capabilities and the continua · Introduction to curriculum planning (The Early Years Learning Framework Planning Cycle) · Observation Documentation – links to Reggio Emilia Placement		Assessment 2 - Written Assessment (60% weighting) - Due Friday 26th September, 11:45pm (AEST) **Written Task** Due: Week 10 Friday (26 Sept 2025) 11:45 pm AEST

Week 11 - 29 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
Placement		

Week 12 - 06 Oct 2025

Module/Topic	Chapter	Events and Submissions/Topic
Placement		

Review/Exam Week - 13 Oct 2025

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 20 Oct 2025

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Presentation

Assessment Type
Presentation

Task Description
Weighting: 40%
Due: Wednesday 20th August, 11:45pm (AEST)
Word Count: 1500-2000 words
References: 7-10 references from the unit content ONLY

Following your exploration of policy texts that inform early childhood practice, you are required to complete the following analysis. The policy texts that you are required to examine will be provided on Moodle.
This assessment task is made up of 3 parts - Part A, Part B and Part C (Presentation)
Part A: Drawing on both the principles and practices in the EYLF, you are required to provide a synthesis of the approach/es to curriculum embedded in the EYLF. This synthesis must be supported with key references from the unit. (700 words)
Part B: Several theoretical perspectives inform the EYLF, and these can "challenge traditional ways of seeing children, teaching and learning" (AGDE, 2022, p. 13). The focus of the second part of this assessment task is on the view of children embedded in the EYLF and the NQS. You are asked to consider the assumptions about children contained in the EYLF and in Quality area 1 of the NQS. (700 words)

Part C Presentation: The synthesis derived from Part A and B will be created as a PowerPoint Presentation with your own voice recording. You can use a similar multimedia resource to PowerPoint if you wish. (equivalent to 500 words). The use of graphics, images, graphs can be used to make your presentation as engaging as possible to your audience.
NOTE: ensure you are using references to the unit content only in your assessment task
Referencing: APA7 style. Unit's materials and e-reading list on Moodle (minimum 7-10 sources).
Use of Generative Artificial Intelligence agents (Gen AI) - Use of Generative Artificial Intelligence (GenAI) agents: These can be used to improve grammar and spelling, generate ideas and general structures, not for writing. It must be acknowledged in the reference list. Also, you must briefly explain how you used it and for which sections. If you use translators, they must also be acknowledged on the reference list. Please review CQUniversity academic integrity policies for more information

Assessment Due Date
Vacation Week Wednesday (20 Aug 2025) 11:45 pm AEST

Return Date to Students
Week 8 Friday (12 Sept 2025)

The assignment will be returned within 3 weeks.

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria

- Synthesise approaches to curriculum that are responsive to children to create a multimedia presentation
- Appraise perspectives of children embedded in the selected policy text/s and explicate how such views impact how educators work with young children

Referencing Style

-

Submission
Online

Learning Outcomes Assessed

- Synthesise approaches to curriculum that are responsive to children to create a multimedia presentation
- Appraise perspectives of children embedded in the selected policy text/s and explicate how such views impact how teachers work with young children

2 Written Task

Assessment Type
Written Assessment

Task Description

Weighting: 60%
Due: Friday 26th September, 11:45pm (AEST)
Word Count: 1500-2000 words
References: 7-10 references from the unit content ONLY

"The planning cycle describes the process educators follow in planning, documenting, responding to and supporting children's learning" (AGDE, 2022, p. 27). As part of the planning process, educators draw on "professional knowledge, their knowledge of children and local contexts, and their understanding of the Vision, Principles, Practices and Learning Outcomes" (AGDE, 2022, p. 27) outlined in the Early Years Learning Framework.

This task has three components.

Part A: In beginning this task, you are asked to research and provide an overview of a range of approaches or methods teachers use for gathering data about children's learning and identify challenges that teachers may encounter as they enact this process. (800 words)

Part B: The focus of the next part of the task is observing and listening to children as they engage in learning experiences, play, and routines during their time in an early learning service. You are asked to select 2 videos from the list provided on the Moodle site. As you spend time viewing the selected videos, you are required to reflect on the following:

What competencies are the children demonstrating?

How are they learning?

What ideas/interests are they exploring? What are they curious about? What kinds of questions are they posing? Are they exploring theories?

What insights have you gained about their dispositions?

How are they navigating social relationships?

How is the teacher interacting with the children? Are the children supporting the learning of others as they interact with each other?

You may notice other interesting aspects of the recordings also.

You are not required to submit Part B. The purpose of Part B is to activate your curiosity about what is happening to encourage you to think deeply about what you are observing. This section will help you complete

Part C: Following your initial wonderings about what you have observed, noticed and heard in your selected videos, you are asked to complete the following:

Provide a visual documentation for the two selected video observations. "Documentation is an integral and structuring part of the educational theories and teaching practices, as it gives value to and makes explicit, visible and assessable the nature of the individual and group learning processes of both the children and the adults, processes which are identified by means of observation and which become the common wealth" (Rinaldi, 2013, p. 33). The documentation needs to focus on children's curiosities, capabilities, discoveries, knowledge skills, theories and involvement in learning and include:

Explicating the links to the learning outcomes outlined in the EYLF (2022) or relevant framework in the state of territory. Reflecting on the assumptions about children that were evident in the video scenarios that you observed and consider what this means for your future practice.

Part C (800-1000 words)

Visual Documentation

Your Visual Documentation can be created using a digital platform such a PowerPoint, Canva, Word or other similar platform that allows you to create a piece of engaging documentation that will showcase:

- a range of related photographs (screenshots can be taken and edited from the videos),
- jottings of your observations (what you noticed by answering the questions in Part B),
- short extracts of transcripts of important conversations of the children,
- thought bubbles, drawings, sketches, mindmaps any questions or wonderings you have about what you are observing all focusing on the children's play, with consideration of what you are observing and provide some insights into children's learning and development.
- evidence of your understanding of children's learning embedded in the play, behaviour, challenges, joys, experimentation, discoveries, social interactions, friendships etc. you notice in these videos.

Referencing: APA7 style. Unit's materials and e-reading list on Moodle (minimum 7-10 sources).
Use of Generative Artificial Intelligence agents (Gen AI)

Use of Generative Artificial Intelligence (GenAI) agents: These can be used to improve grammar and spelling, generate ideas and general structures, not for writing. It must be acknowledged in the reference list. Also, you must briefly explain how you used it and for which sections. If you use translators, they must also be acknowledged on the reference list. Please review CQUniversity academic integrity policies for more information.

Assessment Due Date
Week 10 Friday (26 Sept 2025) 11:45 pm AEST

Return Date to Students
Review/Exam Week Friday (17 Oct 2025)

This will be returned in three weeks

Weighting
60%

Minimum mark or grade
50 %

Assessment Criteria
·   Research and apply strategies for gathering data about children's learning with particular attention given to sharing information with important stakeholders (families),including Aboriginal and Torres Strait Island families and explain challenges for educators (Assignment 2)
·   Analyse the learning behaviour of children to document their curiosities, capabilities, discoveries, knowledge skills, theories and involvement in learning. (Assignment 2)
·   Generate visual documentation to make visible your analysis of children's learning
·   Explicate links to the practices outlined in Belonging, Being and Becoming:Early Years Learning Framework for Australia (Assignment 2)
·   Reflect critically on the impact of your observations of children on your future
          learning and practice. (Assignment 2)

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Research and apply strategies for gathering data about children's learning with particular attention given to sharing information with important stakeholders (families), including Aboriginal and Torres Strait Island families and explain challenges for educators
- Analyse the learning behaviour of children to document their curiosities, capabilities, discoveries, knowledge skills, theories and involvement in learning
- Generate visual documentation to make visible your analysis of children's learning
- Explicate links to the practices outlined in Belonging, Being and Becoming: Early Years Learning Framework for Australia
- Reflect critically on the impact of your observations of children on future learning and 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