



# EDEC29002 Connecting Children to the World through Humanities and Social Science Curriculum

## Term 3 - 2022

Profile information current as at 04/05/2024 01:39 pm

All details in this unit profile for EDEC29002 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

Identity development and the formation of active informed citizens are fundamental goals for the education of all young Australians. These goals are reflected in curriculum documents and frameworks that guide the teaching practice of early childhood teachers in education and care settings and in the early years of formal schooling. In this unit, you will interpret and compare curriculum documents for the ways in which views of children and their connections to the world are constructed. You will review contemporary literature to evaluate and recommend pedagogies that support continuity of learning and transitions to formal schooling for young children and their engagement with the concepts, substance and structure of the Australian Curriculum for Humanities and Social Sciences (HASS). You will create and justify practical resources for teaching HASS from Foundation to Year 2 by constructing an annotated bibliography of books, artefacts, people and places that present opportunities for developing children's literacy and numeracy capabilities at the same time as they acquire knowledge and understanding of content from the Geography and History strands of the curriculum. Your annotated bibliography will be compiled as a pedagogical resource that includes teaching strategies and learning activities for using the resources in early years classrooms to support the inclusive participation, engagement of, and respect for learners from diverse social and cultural backgrounds, including children who identify as Aboriginal and Torres Strait Islander peoples.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

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 3 - 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 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. **Critical Review**

Weighting: 50%

#### 2. **Annotated bibliography**

Weighting: 50%

### 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. Compare curriculum documents to identify similarities and differences in approaches to identity formation and building young children's agency and understanding of the world
2. Research and recommend pedagogical approaches that support the transitions of young children to formal schooling and their inclusive participation and engagement in learning the concepts, substance and structure of the Humanities and Social Sciences curriculum
3. Evaluate the approach adopted in contemporary curriculum frameworks to addressing the educational goals for young Australians and supporting improved educational outcomes for Aboriginal and Torres Strait Islander children and families
4. Select resources and design teaching strategies and activities for learning in the Humanities and Social Sciences that promote literacy and numeracy development and learners' sense of identity, agency, responsibility and understanding of their interconnections with the world
5. Justify approaches to resource selection, teaching and learning that support inclusive participation and engagement for all children and promote respect for Aboriginal and Torres Strait Islander peoples cultures, histories and languages.

Learning outcomes and assessment in this unit provide opportunities for students to engage with content and practices in the Australian Professional Standards for Teachers (Graduate Stage) focus areas of:

- 1.1 Physical social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 2.1 Content and teaching strategies of the teaching area
- 2.4 understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 3.3 Use teaching strategies
- 4.1 Support student participation
- 4.5 Use ICT safely, responsibly and ethically

## 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
<b>1 - Critical Review - 50%</b>	•	•	•		
<b>2 - Annotated bibliography - 50%</b>		•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
<b>1 - Knowledge</b>					
<b>2 - Communication</b>					
<b>3 - Cognitive, technical and creative skills</b>					
<b>4 - Research</b>					
<b>5 - Self-management</b>					
<b>6 - Ethical and Professional Responsibility</b>					
<b>7 - Leadership</b>					
<b>8 - Aboriginal and Torres Strait Islander Cultures</b>					

## 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

**Gillian Busch** Unit Coordinator

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**Debbie Kiehne** Unit Coordinator

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## Schedule

### Week 1 - 07 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
What is identity and agency?	Details in Moodle site.	

### Week 2 - 14 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
The image of the child.	Details in Moodle site.	

### Week 3 - 21 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
Early Years Learning Framework	Details in Moodle site.	

### Week 4 - 28 Nov 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Curriculum.	Details in Moodle site.	

### Vacation Week - 05 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 5 - 12 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Transitions from EYLF to AC.	Details in Moodle site.	

### Week 6 - 19 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
Pedagogy - characteristics of early years pedagogy.	Details in Moodle site.	<b>Assessment Task 1: Critical review</b> Due: Week 6 Monday (19 Dec 2022) 11:45 pm AEST

### Vacation Week - 26 Dec 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 7 - 02 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Beliefs and values impact pedagogical choices.	Details in the Moodle site.	

### Week 8 - 09 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
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The Australian Curriculum HASS - Inquiry Skills and Key Concepts.

Details in Moodle site.

#### Week 9 - 16 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
The Australian Curriculum HASS - Cross Curriculum Priorities and General Capabilities.	Details in Moodle site.	

#### Week 10 - 23 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
Developing learning experiences supported by appropriate pedagogy.	Details in Moodle site.	<b>Assessment Task 2: Written - Annotated Bibliography</b> Due: Week 10 Friday (27 Jan 2023) 11:45 pm AEST

#### Week 11 - 30 Jan 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 12 - 06 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 13 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Assessment Task 1: Critical review

#### Assessment Type

Critical Review

#### Task Description

Task Description

Undertake a comparative analysis of the Early Years Learning Framework and the F-2 levels of the Australian Curriculum HASS with a particular focus on the alignment of content, substance and structure of History and Geography in F-2 year levels. The analysis should identify similarities and differences in the way that children's view of the world and positioning as agentic participants are actively constructed by the practices and intended learning outcomes outlined in each document. Based on the analysis and independent research into learning and effective pedagogies in the Humanities and Social Sciences, propose teaching practices that implement the curriculum in ways that support effective transitions between early years settings and formal school settings in the years from Foundation to Year 2. The recommended strategies should support inclusive participation and engagement of all students and the development of skills for inquiry and knowledge and understanding of the key concepts of significance, continuity and change, cause and effect, place and space, interconnections, and perspectives and action. For each curriculum document, evaluate the success of its design in terms of meeting the educational goals for young Australians outlined in the Alice Springs (Mparntwe) Education Declaration (Council of Australian Governments, Education Council, 2019) and its expressed commitment to supporting Aboriginal and Torres Strait Islanders to reach their full potential.

#### Assessment Due Date

Week 6 Monday (19 Dec 2022) 11:45 pm AEST

Task 1

#### Return Date to Students

After moderation has occurred

#### Weighting

50%

#### Assessment Criteria

● Analysis of EYLF and HASS (F-2 levels) explicates the similarities and differences in the way that children's view of the world and positioning as agentic participants are actively constructed by (1) the practices and (2) the intended learning

outcomes outlined in each document

- Propose teaching practices, particularly the development of inquiry skills and key concepts, that contribute to effective transitions between early years settings and formal settings
- Research and recommended strategies should support inclusive participation and engagement of all students
- Recommend strategies that contribute to the development of skills for inquiry and knowledge and understanding of the key concepts
- Evaluate the design of each curriculum document to explicate how the text meets the educational goals for young Australians outlined in the Alice Springs (Mparntwe) Education Declaration (Council of Australian Governments, Education Council, 2019)
- Identify how the EYLF and HASS Curriculum design and suggested pedagogy contribute to supporting Aboriginal and Torres Strait Islander children reaching their full potential
- Effective, scholarly and professional communication in accordance with accepted academic conventions APA 7th

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Submission Instructions

Via Moodle

### Learning Outcomes Assessed

- Compare curriculum documents to identify similarities and differences in approaches to identity formation and building young children's agency and understanding of the world
- Research and recommend pedagogical approaches that support the transitions of young children to formal schooling and their inclusive participation and engagement in learning the concepts, substance and structure of the Humanities and Social Sciences curriculum
- Evaluate the approach adopted in contemporary curriculum frameworks to addressing the educational goals for young Australians and supporting improved educational outcomes for Aboriginal and Torres Strait Islander children and families

## 2 Assessment Task 2: Written – Annotated Bibliography

### Assessment Type

Annotated bibliography

### Task Description

Task Description

Construct an annotated bibliography of resources that supports teaching and learning of content descriptions outlined in the Australian Curriculum - HASS for years F – 2. The list of resources should include books, artefacts, human resources (people) and places (excursion sites) suitable for building the literacy and numeracy capabilities of learners across the three year levels as they engage with content from both the Geography and History strands of the curriculum. Each resource should be accompanied by examples of teaching strategies and learning activities for use in the classroom to develop students' literacy and numeracy and the knowledge, understanding and skills outlined in the achievement standard for the chosen year level. Write a justification that draws on research and theory about how children learn to explain how the selection of resources, teaching strategies and learning activities has been designed to promote literacy and numeracy development and the inclusive participation and engagement of all learners from diverse cultural and social backgrounds. The justification should also explicitly outline ways in which the chosen resources and strategies encourage respect for Aboriginal and Torres Strait Islander cultures, histories and languages to promote reconciliation between Indigenous and non-Indigenous Australians.

### Assessment Due Date

Week 10 Friday (27 Jan 2023) 11:45 pm AEST

Task 2

### Return Date to Students

Following moderation

### Weighting

50%

### Assessment Criteria

- Construction of an annotated bibliography of resources that support teaching and learning of content descriptions outlined in the Australian Curriculum - HASS for years F – 2
- Explicit articulation of how the selected resources support the building the literacy and numeracy general capabilities

of learners

- Identification and discussion of the teaching strategies and learning activities for selected resources
- Explicit justification of how the selection of resources, teaching strategies and learning activities has been designed to promote the inclusive participation and engagement of all learners from diverse cultural and social backgrounds
- Explicit justification of how the chosen resources and strategies encourage respect for Aboriginal and Torres Strait Islander cultures, histories and languages to promote reconciliation between Indigenous and non-Indigenous Australians
- Effective, scholarly and professional communication in accordance with accepted academic conventions APA 7th

### **Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Via Moodle

### **Learning Outcomes Assessed**

- Research and recommend pedagogical approaches that support the transitions of young children to formal schooling and their inclusive participation and engagement in learning the concepts, substance and structure of the Humanities and Social Sciences curriculum
- Select resources and design teaching strategies and activities for learning in the Humanities and Social Sciences that promote literacy and numeracy development and learners' sense of identity, agency, responsibility and understanding of their interconnections with the world
- Justify approaches to resource selection, teaching and learning that support inclusive participation and engagement for all children and promote respect for Aboriginal and Torres Strait Islander peoples cultures, histories and languages.



## 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