

# Unit Outline (Higher Education)

|                            |  |
|----------------------------|--|
| <b>Institute / School:</b> | Institute of Education, Arts & Community |
| <b>Unit Title:</b>         | UNDERSTANDING EARLY HUMAN DEVELOPMENT    |
| <b>Unit ID:</b>            | EDECE1002                                |
| <b>Credit Points:</b>      | 15.00                                    |
| <b>Prerequisite(s):</b>    | Nil                                      |
| <b>Co-requisite(s):</b>    | Nil                                      |
| <b>Exclusion(s):</b>       | (EDBED1017)                              |
| <b>ASCED:</b>              | 070303                                   |

## Description of the Unit:

This course will provide the opportunity to explore and understand development for young children. It will cover the physical, social, emotional, and cognitive development of young children to build Pre-Service Teachers' (PSTs) understanding of how children feel, think, and are valued. PSTs will examine theoretical perspectives on how children learn from interaction with peers and significant adults. It will focus on how adults may best provide support and advocate to give each child a way to voice their own perspectives.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

| Level of Unit in Course | AQF Level of Course      |                          |                                     |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
|                         | 5                        | 6                        | 7                                   | 8                        | 9                        | 10                       |
| Introductory            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intermediate            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advanced                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Learning Outcomes:

#### Knowledge:

- K1.** Examine and identify physical, social, emotional, and cognitive development of young children;
- K2.** Articulate how children feel, think and are valued and how they give voice to their own perspectives;
- K3.** Identify how children learn from interaction with peers and from significant adults and events;
- K4.** Recognize how adults may best ensure support and understanding and foster agency for each child;

#### Skills:

- S1.** Apply effective strategies and resources to support development in early childhood education;
- S2.** Design effective strategies to support individual children;
- S3.** Create an early childhood environment inclusive of all children and their backgrounds.

#### Application of knowledge and skills:

- A1.** Make connections between personal history and theories of development;
- A2.** Demonstrate an understanding of the historical and current contexts which impact how children develop.

#### Unit Content:

- Historical and current theories of child development
- The Rights of the Child
- Teacher / child relationships
- Working with families
- Strategies for teachers
- Brain plasticity
- Typical and atypical physical development
- Documenting behaviour

#### FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

| FEDTASK attribute and descriptor              |   | Development and acquisition of FEDTASKS in the Unit |                       |
|---|---|---|-----------------------|
|   |   | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 1<br>Interpersonal                    | <p>Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in:</p> <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul> | Not applicable                                      | Not applicable        |
| FEDTASK 2<br>Leadership                       | <p>Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>   | Not applicable                                      | Not applicable        |
| FEDTASK 3<br>Critical Thinking and Creativity | <p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>   | Not applicable                                      | Not applicable        |

| FEDTASK attribute and descriptor             |  | Development and acquisition of FEDTASKS in the Unit |                       |
|--|--|---|-----------------------|
|  |  | Learning Outcomes (KSA)                             | Assessment task (AT#) |
| FEDTASK 4<br>Digital Literacy                | <p>Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>  | Not applicable                                      | Not applicable        |
| FEDTASK 5<br>Sustainable and Ethical Mindset | <p>Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in:</p> <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul> | Not applicable                                      | Not applicable        |

**Learning Task and Assessment:**

| Learning Outcomes Assessed                        | Assessment Tasks   | Assessment Type                       | Weighting |
|---|--|---------------------------------------|-----------|
| K1, K2, K3, K4, S1, A1, A2.<br>APST 1.1, 1.2      | Academic essay on theories relating to child development and how these may impact on their teaching in early childhood settings. | Essay                                 | 40-60%    |
| K1, K2, K3, K4, S2, S3, A1.<br>APST 1.1, 1.2, 1.3 | Analyse an individual child's development and create a plan for future development using a provided scenario.                    | Case study analysis<br>Written report | 40-60%    |

**Adopted Reference Style:**

APA

 Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)