Unit Outline (Higher Education)

Institute / School:	Institute of Education, Arts & Community
Unit Title:	Curriculum Approaches
Unit ID:	EDECE2016
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Unit:

This unit is designed to introduce Pre-Service Teachers (PSTs) to influential theoretical thinkers in the field of early childhood education. PSTs will explore and critique both historical and contemporary theories of learning and development and the ways these impact upon curriculum approaches and pedagogy. PST's will participate in critical reflection regarding their own values and beliefs about children's learning and development. Knowledge and skills will be acquired which will enable PST's to develop a curriculum document incorporating a teaching philosophy, curriculum approaches, learning outcomes and pedagogy. A variety of early childhood educational contexts will be considered in this unit including multicultural and Aboriginal and Torres Strait Islander perspectives on the teaching of young children.

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

Work Experience:

No work experience

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						
Intermediate			✔			
Advanced						

Learning Outcomes:

Knowledge:

K1. Explore research into various theoretical influences and approaches that have and continue to impact on curriculum decision-making.

K2. Examine curriculum documents to gain insight into theoretical perspectives that underpin early childhood curriculum.

K3. Verify how learning environments contribute to the learning and wellbeing of children.

Skills:

S1. Research and critique various theoretical perspectives and curriculum approaches within early childhood education

S2. Extend skills in developing a situational analysis of the learning community and its surrounds

S3. Develop a teaching philosophy that clearly articulates theoretical perspectives and justifies a selection of curriculum approaches, learning outcomes and pedagogy

Application of knowledge and skills:

A1. Examine a range of theoretical perspectives and approaches that influence curriculum decision-making.

A2. Develop skills to critique theoretical perspectives and approaches within education.

A3. Compile a curriculum document including philosophy, curriculum approaches, learning goals and outcomes and pedagogy

Unit Content:

Topics may include:
1. The various images of childhood
2. The theoretical perspectives that underpin curriculum design and Curriculum documents and frameworks
3. Professional teaching philosophy
4. The relationship between a teaching philosophy, curriculum approaches, learning outcomes and pedagogy
5. Reflection as a critical part of the learning and teaching process
6. Situational Analysis of the environment and its impact on curriculum design

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**ttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be 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 Interpersonal	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: • Using effective verbal and non-verbal communication • Listening for meaning and influencing via active listening • Showing empathy for others • Negotiating and demonstrating conflict resolution skills • Working respectfully in cross-cultural and diverse teams.	K3, S3	AT1
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: • Creating a collegial environment • Showing self -awareness and the ability to self-reflect • Inspiring and convincing others • Making informed decisions • Displaying initiative	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	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: • Reflecting critically • Evaluating ideas, concepts and information • Considering alternative perspectives to refine ideas • Challenging conventional thinking to clarify concepts • Forming creative solutions in problem solving.	S1, S3, A1, A2	AT2
FEDTASK 4 Digital Literacy	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: • Finding, evaluating, managing, curating, organising and sharing digital information • Collating, managing, accessing and using digital data securely • Receiving and responding to messages in a range of digital media • Contributing actively to digital teams and working groups • Participating in and benefiting from digital learning opportunities.	S1, A1	AT1
FEDTASK 5 Sustainable and Ethical Mindset	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: • Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Embracing lifelong, life-wide and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life.	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, S1, S3, A1, A2; APST: 1.2	PSTs will prepare a video presentation outlining an influential theoretical perspective that has impacted early childhood education.	Presentation	30-40%
K2, K3, S2, S3, A1, A3; APST: 3.1, 3.2	PSTs will develop a curriculum document incorporating a professional philosophy, curriculum approaches, learning outcomes and goals and pedagogy.	Curriculum document	60-70%

Adopted Reference Style:

APA

Refer to the library website for more information

Fed Cite - referencing tool

Professional Standards / Competencies:

Australian Professional Standards for Teachers (AITSL) - Graduate Teacher: Initial

Attribute	Assessed	Level
Professional Knowledge		
1. Know students and how they learn		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
Professional Practice		
3. Plan for and implement effective teaching and learning		
3.1 Establish challenging learning goals Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Yes	Intermediate
3.2 Plan, structure and sequence learning programs Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.	Yes	Intermediate
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate