



# Course Outline (Higher Education)

<b>School:</b>	School of Education
<b>Course Title:</b>	CURRICULUM APPROACHES
<b>Course ID:</b>	EDECE2016
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070301

## Description of the Course :

This course 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 in regard to 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 course including multicultural and Aboriginal and Torres Strait Islander perspectives on the teaching of young children.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

## Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Outcomes:

**Knowledge:**

- K1.** Explore research into various theoretical influences and approaches that have and continue to impact on curriculum decision-making.
- K2.** Investigate the impact of multicultural and Aboriginal and Torres Strait Islander perspectives on the teaching of young children.
- 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 to education.
- A3.** Compile a curriculum document including philosophy, curriculum approaches, learning goals and outcomes and pedagogy

**Course Content:**

Topics may include:

- Explore the various images of childhood
- Examine a wide range of theoretical perspectives that may underpin curriculum design
- Develop a curriculum document
- Develop a professional teaching philosophy
- Understand the relationship between philosophy development, curriculum approaches, learning outcomes and pedagogy
- Use reflection as a critical part of the learning and teaching process
- Understand situational/contextual analysis and its impact on curriculum design

**Values:**

- V1.** Appreciate the wide range of theoretical perspectives and curriculum approaches that influence the learning environments and curricula provided for young children
- V2.** Reflect upon the importance of multicultural and Aboriginal and Torres Strait Islander perspectives will inform curricula decision-making and socially inclusive practices

**Graduate Attributes**

The Federation University FedUni graduate attributes (GA) are entrenched in the Higher Education Graduate Attributes Policy (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	S1; A1; A2	A B A	Not applicable	Not applicable
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	Not applicable	Not applicable	Not applicable	Not applicable
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2; S2; S3;	B A B	Not applicable	Not applicable
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K3; S3	A	AT1	B
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	Not applicable	Not applicable	Not applicable	Not applicable

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, S1, S3, A1, A2; APST: 1.2	PSTs will prepare a powerpoint presentation outlining an influential philosophy 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

**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
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	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