



Course Outline (Higher Education)

School:	School of Education
Course Title:	PROGRAMMING IN EARLY CHILDHOOD
Course ID:	EDECE3005
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070100

Description of the Course :

The course is designed to advance students' awareness of a variety of curriculum approaches including contemporary approaches to early childhood education. Students learn that programs can be planned, implemented and evaluated to effectively enhance learning opportunities for children in a range of settings. Students will explore how the National Early Years Learning Framework and the Victorian Early Years Learning and Development Framework, Birth to 8 years, can be drawn upon to inform curriculum development

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						
Intermediate						
Advanced			✓			

Learning Outcomes:

Knowledge:

- K1.** Identify and articulate a variety of curriculum approaches for children from babyhood until school age;
- K2.** Explain the relationship between assessment practices and the design, implementation and evaluation of curriculum;
- K3.** Compare and analyse curriculum approaches and identify the underpinning theories of learning and development;
- K4.** Outline a range of methods of observation and documentation
- K5.** Identify how routines and transitions can be integrated within the curriculum so that children's learning is promoted.

Skills:

- S1.** Draw on a range of theoretical perspectives to interpret documentation and incorporate this into curriculum design;
- S2.** Develop a curriculum framework and implement and reflect upon pedagogies within an early childhood setting;
- S3.** Display skills in communicating with families, teachers and children to inform and impart information about curriculum development;
- S4.** Critically reflect upon own learning and development and identify strategies for progress;
- S5.** Implement intentional teaching strategies predicated upon sensitive and responsive interaction and collaboration with children.

Application of knowledge and skills:

- A1.** Translate theoretical curriculum perspectives in regard to curriculum into principles and practices;
- A2.** Develop a curriculum framework for a group of children within an early childhood educational context.

Course Content:

- Curriculum approaches and the underpinning theories of learning and development;
- Translating theoretical perspectives into practice;
- Incorporating pedagogical strategies into the curriculum;
- Advanced observation and documentation techniques using a variety of appropriate methods to gather detailed information about children's learning and development;
- Observations and information are used to monitor the child's social interactions, communication and language, play preferences, thinking styles, emotional status and physical abilities;
- Individual children's interests, ideas knowledge and culture is integral to the development of the program;
- Observations and documentation are clearly linked to the program and evaluation processes;
- Analysis and Interpretation of observations using inclusive understanding and principles;
- Consulting and communicating with colleagues, children, families and professionals in a sensitive and inclusive manner;
- Children are encouraged to engage in a variety of appropriate experiences which support their development and foster their sense of agency;
- Children's individual preferences and extensions of play are met through flexible resources, materials and activities;
- Routines and transitions are integrated within the curriculum in a way that maximises children's learning;
- Children are encouraged to challenge themselves through engagement with a wide variety of indoor and outdoor learning experiences;
- Learning with nature is integrated within the curriculum;
- Continuous review of the program in relation to children's learning;
- Leading a team and inviting collaboration in curriculum development process.

Values:

- V1.** Recognize how philosophical and theoretical perspectives determine the curriculum and pedagogy;
- V2.** Recognize how the National Early Years Learning Framework and the Victorian Early Years Learning and Development Framework, Birth to 8 years, can be drawn upon to inform the curriculum;
- V3.** Identify the critiques and debates surrounding curriculum development.

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.	K1, K2, K3, S1, S4, A1, A2	A	AT1, AT2	A
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.	K1, S3, S4, S5, A1	A	AT1, AT2	A
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.	K5, S3, S5, A1	A	AT1, AT2	A
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.	K2, K4, K5, S3, A2	A	AT1, AT2	A
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.	K2, K3, S2, S3, A1, A2	A	AT1, AT2	A

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K3, S1, S2, A1, A2	Develop a comprehensive curriculum framework for a group of children within an early childhood educational context.	Curriculum framework	40 - 60%
A2, K2, K4, K5, S3, S4, S5	Design and implement a program for one week for children within the early childhood setting. Reflect upon this design and implementation and consider and document modifications to the program. Write a reflective report on this design, implementation and modification process.	Reflective report	40 - 60%

Adopted Reference Style:

APA