Course Outline (Higher Education)

School: School of Education

Course Title: TRANSITIONS IN EARLY CHILDHOOD

Course ID: EDECE3026

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070101

Description of the Course:

This course is designed to develop the Pre-Service Teacher's (PSTs) knowledge and ability to support young children's transitions. These transitions start with the transition from home to an early childhood education setting, follow the child's transitions between rooms, and the transition into the Primary School setting. PSTs will explore theories of development and attachment, play-based pedagogies, relevant legislative and local policies, and inclusive and equitable strategies to enable them understand their role in planning for these transitions. This course will highlight the importance of building positive partnerships and effective communication strategies to work with the child, their families and the community.

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

Placement Component: No

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. Recognise the complexity and theories required to support a child's transition.

K2. Recognise the importance of communication with all stakeholders in children's transitions.

K3. Identify ethical implications in creating inclusive and equitable strategies for children's transitions.

K4. Examine ways to ensure children have an active role in understanding traditions, routines and practices of settings they are transitioning from and into, and preparing for transitions.

Skills:

S1. Evaluate and create policy documents .

S2. Articulate the concerns of stakeholders.

S3. Develop strategies and activities for a range of transitions.

Application of knowledge and skills:

A1. Explore transition from multiple perspectives.

A2. Apply knowledge of children's transition needs through practical strategies and activities.

A3. Discuss the importance of positive partnerships.

Course Content:

- Attachment and development theories during transitions
- Legislative policies
- Early Childhood Centre transition policies
- Using social stories
- Equitable and inclusive strategies
- Including the child
- Identifying other stakeholders
- Communication skills
- Creating play-based activities

Values:

V1. Appreciate the role of the teacher in supporting transitions.

V2. Advocate for and value the potential contributions and roles of stakeholders in children's transitions.

V3. Appreciate the complexity of transitions for teachers, children and their families.

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)	Assessment task (AT#)
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.	K3; S1; S3; A2	AT2
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.	S3; A2; A3	AT2
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; K3	AT1; AT3
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; K3; S2	AT2; AT3
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.	K1; K2; A3;	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S2, A1 APST 1.1, 1.3, 1.4, 1.5, 1.6, 3.7, 7.2, 7.3	Recognise and explain the role of stakeholders in provided scenarios	Academic Essay	30-40%
K2, K3, K4, S3, A1, A2 APST: 1.1, 1.2, 1.5, 2.1, 3.1, 3.2, 3.3, 3.4, 3.3, 3.7, 7.2, 7.3	Present strategies or activities that can be used to support a child's transitions	Group Presentation	30-40%
K1, K2, K3, K4, S1, S2, A1, A3 APST: 1.1, 1.3, 1.4, 1.5, 3.7, 4.1, 7.2, 7.3	Create a transition policy for a hypothetical early childhood setting	Report	30-40%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)