

# Unit Outline (Higher Education)

**Institute / School:** Institute of Education, Arts & Community

**Unit Title:** Infants and Toddlers

**Unit ID:** EDECE3029

**Credit Points:** 15.00

**Prerequisite(s):** Nil

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 070101

**Description of the Unit:**

This unit introduces the Pre-Service Teacher (PST) to education and care for infants and toddlers with a focus on social and emotional development and attachment. PSTs will examine historical and contemporary perspectives and approaches and their impact on young children's development and wellbeing. Using their knowledge of child development, learning frameworks and inclusive teaching strategies, PSTs will plan engaging experiences for infants and toddlers. Reflection on values and beliefs about teaching, care, learning and relationships will enable PSTs to develop their personal teaching philosophy and advocate for quality early childhood education and care experiences for young children and their families.

**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 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.** Examine and review historical and current teaching approaches for teaching infants and toddlers
- K2.** Research theoretical and cultural approaches in young children's development, care and education
- K3.** Recognise the critical importance of secure attachments and developing respectful and responsive relationships with children and families
- K4.** Explore how environments can influence learning, development and wellbeing

#### Skills:

- S1.** Collaborate with families and share information to support children's learning and development
- S2.** Reflect on personal beliefs and professional understanding of teaching young children

#### Application of knowledge and skills:

- A1.** Advocate for young children's right to quality education and care
- A2.** Plan learning experiences that meet the social, physical and learning needs of young children

#### Unit Content:

Topics may include:

- Historical and current teaching practices in infant and toddler care and education
- Development of young children
- Attachment theory and implications for practice
- Responsiveness
- Care routines as opportunities for supporting relationships, learning and development
- Planning indoor and outdoor learning experiences for infants and toddlers
- Playing inside and outside, and the value of risky play
- Respectful relationships with children and families
- Advocating for young children and families
- Understanding the rights of young children - valuing children as individuals
- Understanding and meeting legal requirements, regulations, and EYLF requirements

#### 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 Interpersonal	<p>Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups.</p> <p>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>	A1, S1, S2	AT1, AT2
FEDTASK 2 Leadership	<p>Students will demonstrate the ability to apply professional skills and behaviours in leading others.</p> <p>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 Critical Thinking and Creativity	<p>Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas.</p> <p>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>	K2, K4, A2	AT1
FEDTASK 4 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.</p> <p>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 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.</p> <p>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, S2, A1	Reflect upon personal values and beliefs and examine theories and relevant literature. Write a philosophy statement about teaching and learning with infants and toddlers.	Reflection and philosophy - 2000 words	40-60%
K1, K2, K4, S1, A2	Plan and present a selection of indoor and outdoor experiences that support learning and development through play and care routines.	Presentation - equivalent 2000	40-60%

**Adopted Reference Style:**

APA

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

Fed Cite - [referencing tool](#)