

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: INFANTS AND TODDLERS

Unit ID: EDMAS6031

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070101

Description of the Unit:

This unit is designed to introduce the Pre-Service Teacher (PST) to the learning, development and care of babies and toddlers, particularly social and emotional development and attachment. PSTs will examine historical and contemporary perspectives and approaches, including play-based approaches and their impact of child health, safety and wellbeing as children undergo transitions. Using their knowledge of child development, current curricula, regulatory frameworks and engaging and inclusive teaching strategies, PSTs will plan for babies and toddlers. Reflection on teaching methods, learning environments and relationships with families and communities and the diverse needs of young children will enable PSTs to begin to develop their professional identity and ethical practice and articulate these through their personal teaching philosophy while advocating for positive learning environments for babies and toddlers

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.** Understand the needs of young children and their families
- K4.** Explore how children's positive environments can promote learning, development and wellbeing

Skills:

- S1.** Share information with families on children's learning and development
- S2.** Articulate personal beliefs and professional understanding of teaching young children

Application of knowledge and skills:

- A1.** Create an Early Childhood Policy Document
- A2.** Plan learning experiences that meet the social, physical and learning needs of young children

Unit Content:

Topics to be covered may include:

- Historical and current teaching practices in infant and toddler care and education
- Physical and Social Development of young children
- Attachment and working with families
- Planning experiences with resources and within the environment
- Playing inside and outside, and the value of risky play
- Respectful relationships with children, families and colleagues
- Advocating for children
- Communication and ethical dilemmas
- Understanding the rights of young children - valuing children as individuals
- The importance of care routines as opportunities for learning
- Transitions in the lives of young children
- Documentation for record keeping, assessing learning, and planning for individual children
- Understanding and meeting legal requirements, regulations, and EYLF requirements

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S2, A1, APST 1.1, 3.3, 7.1,	Explore the literature on the importance of relationships with young children and write a Personal Philosophy Statement and Reflection.	Personal Statement and Reflection	20-40%

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, S1, A1 APST 1.1, 1.3, 3.1, 3.4, 3.5, 3.7, 4.4, 7.3	Plan and present a selection of learning experiences that incorporate free play, routines, and group activities.	Presentation	30-50%
K2, K3, K4, S1, A1, A2 APST 1.1, 1.3, 3.3, 3.5, 4.4, 7.1, 7.2, 7.3	Write an Early Childhood Centre Transition Policy for when infants move into the toddler room.	Policy Document	20-40%

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		
1.1 Physical, social and intellectual development and characteristics of students Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.	Yes	Intermediate
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic 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
3.3 Use teaching strategies Include a range of teaching strategies.	Yes	Intermediate
3.4 Select and use resources Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Yes	Intermediate
3.5 Use effective classroom communication Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Yes	Intermediate
3.7 Engage parents/ carers in the educative process Describe a broad range of strategies for involving parents/carers in the educative process.	Yes	Intermediate
4. Create and maintain supportive and safe learning environments		
4.4 Maintain student safety Describe strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.	Yes	Intermediate
Professional Engagement		

7. Engage professionally with colleagues, parents/carers and the community

7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Yes	Intermediate
7.2 Comply with legislative, administrative and organisational requirements Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Yes	Intermediate
7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.	Yes	Intermediate