

Course Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Course Title: INFANTS AND TODDLERS

Course ID: EDMAS6031

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): EDMAS6062

Exclusion(s): Nil

ASCED: 070101

Description of the Course:

This course 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 advocate 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.

Does Recognition of Prior Learning apply to this course? No

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	<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
- S3.** Use caregiving routines as learning opportunities for infants and toddlers
- S4.** Design play-based learning experiences for infants and toddlers
- S5.** Communicate with parents/carers in relation to learning experiences in the early childhood education setting

Application of knowledge and skills:

- A1.** Create an early childhood policy document
- A2.** Explore, analyse and reflect on teaching approaches for teaching infants and toddlers
- A3.** Plan, implement and evaluate learning experiences that meet the social, physical and learning needs of young children
- A4.** Articulate and advocate for the importance of a positive play-based learning environment for infants and toddlers

Course 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, working with vulnerable children and families
- 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
- Guiding children's behaviour

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 course, and all must be directly assessed in each program.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students at this level will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> Using and demonstrating a high level of verbal and non-verbal communication Demonstrating a mastery of listening for meaning and influencing via active listening Demonstrating and showing empathy for others High order skills in negotiating and conflict resolution skills Demonstrating mastery of working respectfully in cross-cultural and diverse teams. 	K3, S1	AT2
FEDTASK 2 Leadership	Students at this level will demonstrate a mastery in professional skills and behaviours in leading others. <ul style="list-style-type: none"> Creating and sustaining a collegial environment Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions Inspiring and initiating opportunities to lead others Making informed professional decisions Demonstrating initiative in new professional situations 	A3	AT1, AT2
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> Reflecting critically to generate and consider complex ideas and concepts at an abstract level Analysing complex and abstract ideas, concepts and information Communicate alternative perspectives to justify complex ideas Demonstrate a mastery of challenging conventional thinking to clarify complex concepts Forming creative solutions in problem solving to new situations for further learning 	K1, K2, K4, S2, S3, S4, A1, A2, A4	AT1, AT2

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	Not applicable	Not applicable
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrate informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrate the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to the diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	Not applicable	Not applicable

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K4, S2, A2, A4, APST 1.1, 3.3, 7.1,	Hurdle Respond to discussion forum questions	Hurdle Q & A	S/U
K2, K3, S1, A1, A3 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 Infants transition into the toddler room	Policy Document	40% - 60%
K2, K3, K4, S1, S3, S4, S6, A3, A4 APST 1.1, 1.3, 3.1, 3.3, 3.4 3.5, 3.7 4.4, 7.1, 7.2, 7.3	Plan, implement and evaluate a series of learning experiences for 0-2yr old children. Learning experiences can incorporate indoor and outdoor settings and can include both free play and routines. Articulate how learning was communicated with parents/carers. One learning experience is to form the basis of a presentation that highlights how curricula decisions were made and how the experience was child led and catered for child agency. The presentation must draw on the relevant early childhood literature, EYLF NQS and ECA Code of Ethics.	Planning and presentation	40% - 60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a program level. Although courses must undertake MiCS mapping, there is NO expectation that courses will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS program level reporting highlights how each program embraces the principals and practices associated with the Co-Operative Model. Evidence of program alignment with the MiCS, can be captured in the Program Modification Form.

MICS Mapping has been undertaken for this course No

Date:

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