



Course Outline (Higher Education)

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|-------------------------|----------------------|
| School: | School of Education |
| Course Title: | INFANTS AND TODDLERS |
| Course ID: | EDMAS6031 |
| 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 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)

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

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

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
- 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

Values:

- V1.** Appreciate the culturally different approaches teachers will be required to understand when working with infants and toddlers.
- V2.** Value the individuality of every child and understand their rights
- V3.** Demonstrate a positive attitude to communicating with 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. | K2 | AT1 |
| 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. | Not applicable | 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. | Not applicable | Not applicable |
| 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. | A1; S1; S2; | 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. | Not applicable | Not applicable |

Learning Task and Assessment:

| Learning Outcomes Assessed | Learning 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% |
| 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

| | | |
|---|------------|---------------------|
| <p>7.1 Meet professional ethics and responsibilities Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>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.</p> | <p>Yes</p> | <p>Intermediate</p> |
| <p>7.3 Engage with the parents/carers Understand strategies for working effectively, sensitively and confidentially with parents/carers.</p> | <p>Yes</p> | <p>Intermediate</p> |