Course Outline (Higher Education)

School:	School of Education
Course Title:	CURRICULUM APPROACHES
Course ID:	EDMAS6033
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 Pre-Service Teachers (PSTs) to influential thinkers in the field of early childhood education. PSTs will explore both historical and contemporary approaches to early childhood and their impact on pedagogy and the wellbeing of young children. Alternative curriculum approaches will be examined with an introduction to Nature Pedagogy. The importance of multicultural and Aboriginal and Torres Strait Islander perspectives will inform curricula decision-making and socially inclusive practices. In this course, PSTs will begin to develop a teaching philosophy and teaching portfolio the outcome of which will allow the PST to highlight professional learning needs and begin to plan for their own ongoing professional development and professional identity

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						
Intermediate					✔	
Advanced						

Learning Outcomes:

Knowledge:

K1. Examine and critique research into various theoretical influences and approaches that have and continue to impact on curriculum decision-making

K2. Demonstrate an understanding of the impact of multicultural and Aboriginal and Torres Strait Islander perspectives on the teaching of young children

K3. Examine the impact of globalization, the digital world and policy environments on the education of young children

K4. Demonstrate a deep awareness of how learning environments, in particular natural environments and how they contribute to the learning and wellbeing of children

K5. Demonstrate an understanding of the role of curricula and regulatory frameworks

Skills:

S1. Research and critique various influences and approaches in early childhood education

S2. Critically reflect on various theoretical influences and approaches

S3. Develop a teaching philosophy that clearly articulates theoretical perspectives, validates selection of approaches and teaching strategies and demonstrates cultural sensitivity

S4. Formulate a professional learning plan that includes clear goals and strategies

S5. Demonstrate an understanding of the role of professional and community networks in the development of teachers

S6. Provide professional peer review and feedback

Application of knowledge and skills:

A1. Examine a range of theoretical perspectives and approaches that influence curriculum decision-making

A2. Develop skills to critique theoretical perspectives and approaches to education, particularly in the early years

A3. Demonstrate an understanding of the impact of theoretical perspective and approaches in developing a philosophical approach to teaching

A4. Demonstrate an ability to propose goals and strategies for continued professional learning

Course Content:

Topics to be covered may include:

- Changing worlds of childhood
- Influential thinkers in the field of early childhood and learning theory, such as but not limited to: Froebel, Dewey, Vygotsky, Piaget, Montessori, Pestalozzi, Bruner, Steiner
- Approaches to early childhood education, such as but not limited to: Reggio Emilia, Te Whariki, critical, play-based, nature pedagogy, inquiry learning, strength-based, interest based, multicultural and Aboriginal and Torres Strait Islander approaches
- Globalisation
- The digital world
- Policy environments
- Children and creativity
- Learning environments and the implications for the total wellbeing of children
- Parent/carer partnerships
- Developing our own teaching philosophy
- Selecting teaching strategies that match our teaching philosophy
- Critical reflection
- Curricula and regulatory frameworks

- Professional Learning

Values:

V1. Appreciate the wide range of theoretical perspectives and approaches that influence the learning environments and curricula provided for young children

V2. Appreciate the importance of natural environments for the wellbeing and development of children

V3. Recognise and make connections between professional teaching standards, critical reflection, professional learning and the continual improvement of teaching practice

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.	K1, K4	AT3
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.	S2; A2	AT1
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.	K3	AT2; 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	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.	A3	AT2

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1 S1, S2 A1, A2 APST 1.2	Presentation PSTs will prepare a video presentation outlining an influential philosophy that has impacted early childhood education	Video Presentation	10-30%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4 S1, S3, S6 A1, A2 APST 1.2, 1.4	Teaching Philosophy PSTs will develop an initial teaching philosophy and submit for peer review and feedback. The teaching philosophy will then be revised and submitted for formal feedback.	Development of Teaching Philosophy	20-40%
K2, K3, K4, K5 S4, S5 A3, A4 APST 6.1, 6.2	Teaching Portfolio and Professional Learning Plan e-portfolio PSTs will further develop their e-portfolio. Professional Learning Plan From this initial portfolio, PSTs are to develop an initial Professional Learning Plan including goals and strategies	e-portfolio and Professional Learning Plan	40-60%

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		
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Intermediate
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.	Yes	Intermediate
Professional Engagement		
6. Engage in professional learning		
6.1 Identify and plan professional learning needs Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.	Yes	Intermediate
6.2 Engage in professional learning and improve practice Understand the relevant and appropriate sources of professional learning for teachers.	Yes	Intermediate