



Course Outline (Higher Education)

School:	School of Education
Course Title:	UNDERSTANDING EARLY CHILDHOOD DEVELOPMENT
Course ID:	EDMAS6050
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

This course will enable Pre-service Teachers (PSTs) to engage with the core principles and theories of child development. PSTs will come to understand and critique the interconnections between theory, curricula outcomes and learning contexts for young children. Environmental conditions that impact on the development of individual children, with particular emphasis on social and cultural backgrounds will be examined. PSTs will develop the capacity to apply child development theory, knowledge of individual children and curricula outcomes to the selection and of learning experiences that engage and support the interests, strengths and dispositions of young children.

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"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

On successful completion of the course the students are expected to be able to:

Knowledge:

- K1.** Describe the physical, social, emotional, cognitive and language development of children
- K2.** Critique a range of theories on development and learning and their implications for teaching
- K3.** Explain the importance of agency for each child and the role of the teacher in supporting individual development
- K4.** Explain the impact of factors such as culture, family, genetic inheritance and life experiences on the development of children
- K5.** Propose strategies and activities to support the engagement of young children and meet individual learning strengths, interests and dispositions, including ways to work effectively, sensitively and confidentially with parents/carers

Skills:

- S1.** Describe and critically reflect on a range of theoretical perspectives and apply to the learning and teaching contexts of young children
- S2.** Employ techniques to record and analyse children's learning
- S3.** Propose learning experiences to cater for the diverse interests, strengths and backgrounds of young children
- S4.** Select appropriate strategies for working collaboratively with parents/carers

Application of knowledge and skills:

- A1.** Examine a range of factors such as physical, social, emotional development and characteristics that impact on the development of young children and critically reflect on how these influence learning and teaching
- A2.** Utilise a range of observation techniques
- A3.** Design learning experiences that take into account individual interests, dispositions, backgrounds and experiences and link to relevant learning outcomes

Course Content:

Topics may include:

- Major theoretical and developmental traditions; behaviourists; cognitivists; ecological and socioculturalists
- History, theories and methodology of research in child development
- Theories and research in the areas of physical, cognitive, social, emotional and language development
- Cultural perspectives on development and learning
- Implications and applications of child development theories and approaches to teaching and learning
- Techniques for observing and analyzing children's behaviour
- Planning for and documenting children's learning
- Teaching and learning cycles
- Current curricula, national quality standards
- Working collaboratively with parents/carers

Values:

- V1.** Appreciate the diverse range of backgrounds and environments that influence the ways in which individual children develop
- V2.** Make connections between course content, concepts and theories related to child development and education
- V3.** Understand the importance of critical analysis, reflection and evaluation in early childhood contexts

V4. Understand the continuous nature of learning

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.	Not applicable	Not applicable
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	Not applicable
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; K5	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.	A1, A2	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.	K5, A1	AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1; K2 S1 A1 APST 1.1, 1.2	PSTs to read the provided reading and respond to reflective questions	Reflective Response	5-10%
K1; K2; K4 S1 A1 APST 1.1, 1.2	Choose a major theorist that has had an impact on the study of children's development. Briefly describe the main tenets of the theory. Critique the theory and explain the impact on teaching young children	Essay	40-50%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1; K3; K5 S2; S3; S4 A2; A3 APST 1.3, 1.5, 1.6, 4.1	Using the video vignettes provided, document the interactions and learning of children using at least three different observational techniques. Interpret these observations making appropriate and relevant links to theory and current curricula outcomes Provide a brief summary of how the children are meeting curricula outcomes and suggest learning experiences that meet the interests and dispositions of the observed children. Learning experiences must also be linked to learning outcomes and provide a plan for assessment and collaboration with parents/carers *alternatively if the PST has access to young children they may choose to observe these children. Necessary permission forms must be completed and copies to accompany the assessment.	Analytical Report	40-50%

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	Advanced
1.2 Understand how students learn Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Yes	Advanced
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	Advanced
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Yes	Advanced
1.6 Strategies to support full participation of students with disability Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability	Yes	Advanced
Professional Practice		
4. Create and maintain supportive and safe learning environments		
4.1 Support student participation Identify strategies to support inclusive student participation and engagement in classroom activities.	Yes	Advanced