



Course Outline (Higher Education)

School:	School of Education
Course Title:	QUALITY IN EARLY CHILDHOOD
Course ID:	HENAE6050
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070101

Description of the Course:

This course involves a critical study of theory and research in relation to perspectives on quality in early childhood education (birth to eight years). A range of viewpoints and approaches to evaluating quality in the care and education of infants, toddlers and young children are explored. Students also explore different approaches to quality assurance and management in early childhood settings as well as the implications for quality in curriculum, pedagogy, policy and practice.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

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 checked="" 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:

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

Knowledge:

- K1.** Critically analyse definitions of quality from historical, contemporary, local and international perspectives.
- K2.** Critically examine national and international literature on aspects of quality in early years education.

Skills:

- S1.** Reflect on and relate stakeholder perspectives about quality early years education to the research literature.
- S2.** Identify relevant approaches to evaluation of quality in early childhood settings.

Application of knowledge and skills:

- A1.** Apply concepts related to instructional leadership, professional development and self-review approaches to improvement of quality.
- A2.** Use knowledge and skills to design effective evaluation strategies for early childhood settings.

Course Content:

Theoretical perspectives on quality issues in early childhood education

Historical and contemporary research on the iron triangle of quality in early childhood education

Evaluation approaches used in early childhood settings

Leadership and management of quality in early childhood settings

Leading continuous quality improvement using internal and external evaluation systems

Designing evaluation systems for the early childhood sector

Values:

- V1.** Appreciate the value of quality assurance in early childhood education
- V2.** Recognise the role of the leader in the management of quality in early childhood

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#)

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, 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.	K2, A1, A2	AT3
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.	S1, S2	AT2
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	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.	S1, K2, A2	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, S1, S2, A1	Essay on quality in ECE	Essay	30-40%
K1, S2, A2	Review of evaluation approaches	Essay	30-40%
K1, K2, S2, A2	Design of an evaluation strategy	Report	30-40%

Adopted Reference Style:

APA

 Refer to the [library website](#) for more information

 Fed Cite - [referencing tool](#)