



ACKNOWLEDGE
EDUCATION

ECEC101 Child development (Birth-5)

COURSE	Graduate Diploma of Early Childhood Education
LEVEL OF STUDY	Year 1, Trimester 1
CORE/ELECTIVE	Core
CREDIT POINTS	6 credit points
TOTAL COURSE CREDIT POINTS	48 credit points
DURATION	One Trimester
MODE	On campus/Blended
LECTURE & TUTORIALS	3 hours
PERSONAL STUDY HOURS	7 hours
PRE-REQUISITE	Nil
CO-REQUISITE	Nil

1. LECTURER DETAILS

(NAME)

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Other Teaching Staff:

2. DESCRIPTION

This unit provides an overview of child development for birth-5 years old children. The developmental milestones, domains of development, and theoretical perspectives of child development will be introduced. The unit also covers the factors that affect children's learning and development. The unit introduces developmental delays and disabilities in early childhood. Different approaches will be discussed to support children's holistic development.

Teaching Approach: On campus/Blended

This unit is organised around the full twelve-week trimester. This subject includes a two-hour lecture and a one-hour tutorial each week. Please note there is a 10% participation assessment in this unit. Participation is assessed by your tutor and includes attendance at lectures and tutorials, active participation in class discussions, group work, and online activities.

The Moodle site is provided for you to join discussion forums with other students. On campus students are welcome to work their way through the online tutorials but this is not a compulsory component for on campus students unless they are unable to attend an on-campus class.

All group projects (on and off campus) will be posted on the Moodle site. There are also links to resources and readings on the Moodle site and students are encouraged to share additional resources or links with their peers.

3. UNIT LEARNING OUTCOMES

At the completion of this unit a student should be able to:

LO1	Understand and communicate to diverse audiences' developmental milestones, domains of development, and theoretical perspectives of child development
LO2	Evaluate critical knowledge of the key theories and pedagogies relating to child development
LO3	Create learning opportunities to support child development
LO4	Create and evaluate documentation for planning and assessing young children's development

4. CONTENT

Weekly topics will include:

1. Introduction to child development
2. Theoretical perspectives on child development
3. Prenatal development and birth
4. Infancy development
5. Toddler development
6. Preschool development
7. Physical development
8. Cognitive development
9. Language, communication, social development
10. Emotional development
11. Developmental disorders in early childhood education
12. Documenting, Planning, and assessing children's development

5. LEARNING TASKS AND ASSESSMENT

Assessment	Weight	Due	Learning Outcomes Assessed (LO)	Course Learning Outcomes (CLO)	Graduate Attributes (GA)
Assessment 1: Visual Essay	30%	Week 6	LO1	1.2	1, 4, 6
Assessment 2: Teaching resources (x3)	30%	Week 9	LO1, LO2, LO3, LO4	3.1	1, 10, 11
Assessment 3: Documentation of children's learning	30%	Week 11	LO1, LO2, LO3, LO4	2.4, 3.2	1, 8, 9
Tutorial participation and activities	10%	Weeks 3-8	LO1, LO2, LO3, LO4		
TOTAL	100%				

6. ASSESSMENT DETAILS AND RUBRIC

Assessment 1: Visual Essay (30%)

Due Date: Week 6

Word Count: 2000 words equivalent* (about 8-10 photos, each with a 3-sentence caption/description)

**'Equivalent' means that you will use other examples of information such as images and photos as well as some captions in short sentences/written form for this task.*

Task Description:

For this assessment, you will create a visual essay of 8–10 original photographs. Each photo will include a three-sentence caption/description. Through the whole visual essay, you will be portraying and narrating development from birth to five years old, written from the perspective of a child (you position yourself as a child/use the 'I' statement).

Note: An example of how to write from a child's perspective can be found on Moodle Assessment task Instructions

Your visual essay should:

- Focus on **one specific developmental domain** as outlined in the EYLF developmental milestones (physical, social emotional, cognitive and language)
- Illustrate how the chosen domain develops across the first five years of life, showing progression over time from the perspective of THE child.
- Integrate relevant theories of child development to offer insight into how these theories shape the child's development.
- Include APA 7th referencing within captions or notes to support your discussion.

All photographs **must be taken by you and cannot be sourced from the internet, shared by others, or AI-generated** – no identifiable persons should be included. Each image should capture symbolic representations of your chosen developmental domain from a child's perspective. The photos must be thoughtful and meaningful, contributing to the developmental story you are portraying.

Note: Your assessment must be submitted via Moodle as a single file (maximum 20 MB).

References: minimum 6 academic references

Criteria	High Distinction 80%-	Distinction 70%- 79%	Credit 60-69%	Pass 50-59%	Fail 0-49%
Critical reflection on developmental domain and theoretical perspectives or integration (40%)	Provides in-depth reflection on the chosen developmental domain, demonstrating comprehensive understanding across birth–five years. Integrates a wide range of relevant theories and research in a way that deepens explanations and strengthens interpretation of developmental progression and the child’s meaning-making. Critical thinking is consistently evident, with well-reasoned and insightful connections between theory, milestones, and the child’s lived experiences	Provides a sound reflection on the developmental domain, showing strong understanding across the early years. Relevant theories and research are effectively used to support and extend explanations, though with less depth or integration than at the highest level. Critical thinking is demonstrated, and progression is evident, though connections to the child’s meaning-making may lack nuance.	Provides a clear and competent reflection that demonstrates adequate understanding of the developmental domain. Theories and research are included and used to support explanations, though often descriptively or unevenly applied. Developmental progression and links to the child’s perspective are evident, but analysis remains basic and critical engagement is limited.	Provides a basic but adequate reflection that shows some understanding of the developmental domain. References to theories and research are minimal and used largely for illustration rather than analysis. Developmental progression is addressed at a surface level, and links to the child’s perspective are weak. Critical thinking is limited but present.	Provides an unsatisfactory reflection with little or no evidence of understanding the developmental domain. Theories and research are absent, irrelevant, or misapplied. Explanations are unsupported by scholarship, and there is no evidence of developmental progression or the child’s perspective. No critical thinking demonstrated.
Child’s perspective and narrative (20%)	The child’s perspective is consistently conveyed through first-person narration that captures feelings, thoughts, and ---	The child’s perspective is evident across most captions, expressed in a way that reflects feelings, observations, and meaning	The child’s perspective is partially evident, with captions at times conveying feelings or	The child’s perspective is limited, with captions showing only surface-level references to experiences or	No evidence of the child’s perspective. Captions do not represent the child’s feelings, thoughts, or meaning making. There is no

	making appropriate to each developmental stage. Captions provide deep insight into the child's lived experience, showing how their understanding and expression evolve across the birth–five years. The narrative is coherent, sustained, and strongly aligned with the chosen developmental domain.	making appropriate to the developmental stages represented. Narration shows clear progression across ages, though with less depth or nuance than at the highest level. The perspective remains well connected to the developmental domain.	observations but not consistently demonstrating stage-appropriate meaning-making. Progression across ages is present but uneven, and the connection to the developmental domain is basic or implied rather than explicit.	feelings. Little evidence of stage-appropriate meaning-making is presented. Developmental progression is weak or unclear, and links to the developmental domain are minimal.	indication of developmental progression or connection to the developmental domain.
Photograph and symbolic representation (30%)	8–10 original photographs. Each image shows clear, intentional symbolic meaning that strongly represents stages of the chosen developmental domain. Developmental progression from birth–five years is distinct and sequential. Symbolism is recognisable without reliance on captions, though captions deepen interpretation. Consistent use	8–10 original photographs. Most images show clear symbolic meaning that represents the developmental domain. Progression across stages is evident but may lack nuance. Some symbolism can stand alone, though captions are needed to fully interpret meaning. Child's perspective is used in most images.	8–10 original photographs. Symbolism is partially evident, but some images are literal or ambiguous. Developmental progression is present but uneven. Captions are required to explain meaning in most cases. Child's perspective is attempted but inconsistently applied.	8-10 photographs. Symbolism is minimal or mostly literal (e.g., showing objects/activities directly rather than symbolically). Developmental progression is weak or unclear. Captions do the bulk of the interpretive work; photos add limited symbolic value. Child's perspective rarely evident.	Fewer than 8 photographs OR photos irrelevant, inappropriate, AI-generated, or not original. Symbolism is absent, inconsistent, or unrelated to the developmental domain. No evidence of developmental progression. Captions and images do not meet task requirements.

	of child's perspective in framing.				
Writing and referencing (10%)	Captions are highly polished and impactful, with a clear 3-sentence description for each image/photo. A wide range of academic and/or professional references are included (at least 10). Sources are consistently cited appropriately following APA 7 style.	Captions are well-structured and well-developed with a clear 3-sentence description for each image/photo. At least 8 academic and/or professional references are included. Sources are cited appropriately following APA 7 style with minor errors.	Captions are reasonably developed, with a clear 3-sentence description for each image/photo. More than 6 academic and/or professional references are included. Sources are mostly cited appropriately following APA 7 style.	Captions are well- developed, mostly adhering to the 3-sentence requirement (minor inconsistencies. At least 6 academic and/or professional references are included. APA 7 style is used with frequent errors.	Captions are poorly written, insufficiently developed, or consistently under/over the 3-sentence requirement. Fewer than 6 academic and/or professional references are included. APA 7 style is not used.

Assessment 2: Teaching resource (30%)

Due: Week 9

Word count: 3 Teaching resources and 300 hundred words of description for each resource**

**** The teaching resource that you are creating for this assessment is:**

- Not an activity, lesson plan, or large piece of equipment.
- A tangible, portable, and practical resource that can be transferred and adapted across early childhood education and care contexts

Examples may include a poster, game pieces or a picture book and you are required to submit evidence of the resource you created.

Description: This assessment task requires you to select **three play-based teaching resource**, each addressing a developmental domain (physical, cognitive, language, social and emotional) considering children with diverse needs/abilities.

You must provide a clear description of how to use each resource, including:

- The name and purpose of the resource
- How each resource can be used in learning space to support children's development
- How each resource promotes children's development across the chosen domain(s)
- How each resource meets the needs of diverse learners, including children with additional needs/special rights or from diverse cultural/linguistic backgrounds

This justification must integrate references to the Early Years Learning Framework (EYLF v.2), the National Quality Standard (NQS), and relevant theoretical perspectives. These frameworks and theories should be weaved throughout your explanation to justify the design decisions you have made, to demonstrate how the resource supports the developmental domains you have chosen, and to show depth of understanding of play-based pedagogy and inclusive practice. The written component must be presented professionally and adhere to APA 7th edition guidelines.

You will be assessed on your ability to choose age-appropriate, stimulating and creative resources that meet the needs of diverse learners. Your written explanation should demonstrate your ability to integrate theoretical perspectives and relevant research to support play-based learning in early childhood education.

Criteria	High Distinction 80%-	Distinction 70%- 79%	Credit 60-69%	Pass 50-59%	Fail 0-49%
Teaching resource 1 (30%)	Resource is highly age-appropriate and with a clear focus on the chosen developmental domain. Excellent description of how the resource is used, with clear articulation of intentional teaching strategies. Strong justification of how the resource promotes development and meets the needs of diverse learners. Explicit integration of EYLF v2, NQS, and relevant theory/research.	Resource is age-appropriate and well-aligned to the developmental domain. Description is detailed, explaining how the resource is used with reference to teaching strategies. Good justification of developmental benefits and inclusivity. Clear links to EYLF v2/NQS and some theory/research.	Resource is generally appropriate and linked to the developmental domain. Description provides some explanation of use and teaching strategies. Justification of developmental benefits and inclusivity is present but limited. Some reference to EYLF v2/NQS, with minimal theory/research.	Resource is somewhat appropriate but lacks clear alignment to the developmental domain. Description is basic, with minimal explanation of use or teaching strategies. Justification of developmental benefits and inclusivity is weak. Minimal or vague references to EYLF v2/NQS.	Resource is inappropriate or irrelevant to developmental domain. Description is unclear or missing. No justification of developmental benefits or inclusivity. No links to EYLF v2, NQS, or research.

Teaching resource 2 (30%)	Resource is highly age-appropriate and with a clear focus on the chosen developmental domain. Excellent description of how the resource is used, with clear articulation of intentional teaching strategies. Strong justification of how the resource promotes development and meets the needs of diverse learners. Explicit integration of EYLF v2, NQS, and relevant theory/research.	Resource is age-appropriate and well-aligned to the developmental domain. Description is detailed, explaining how the resource is used with reference to teaching strategies. Good justification of developmental benefits and inclusivity. Clear links to EYLF v2/NQS and some theory/research.	Resource is generally appropriate and linked to the developmental domain. Description provides some explanation of use and teaching strategies. Justification of developmental benefits and inclusivity is present but limited. Some reference to EYLF v2/NQS, with minimal theory/research.	Resource is somewhat appropriate but lacks clear alignment to the developmental domain. Description is basic, with minimal explanation of use or teaching strategies. Justification of developmental benefits and inclusivity is weak. Minimal or vague references to EYLF v2/NQS.	Resource is inappropriate or irrelevant to developmental domain. Description is unclear or missing. No justification of developmental benefits or inclusivity. No links to EYLF v2, NQS, or research.
Teaching resource 3 (30%)	Resource is highly age-appropriate and with a clear focus on the chosen developmental domain. Excellent description of how the resource is used, with clear articulation of intentional teaching strategies. Strong justification of how the resource promotes development and meets the	Resource is age-appropriate and well-aligned to the developmental domain. Description is detailed, explaining how the resource is used with reference to teaching strategies. Good justification of developmental benefits and inclusivity. Clear links to EYLF v2/NQS and	Resource is generally appropriate and linked to the developmental domain. Description provides some explanation of use and teaching strategies. Justification of developmental benefits and inclusivity is present but limited. Some reference to EYLF v2/NQS, with minimal theory/research.	Resource is somewhat appropriate but lacks clear alignment to the developmental domain. Description is basic, with minimal explanation of use or teaching strategies. Justification of developmental benefits and inclusivity is weak. Minimal or vague references to EYLF v2/NQS.	Resource is inappropriate or irrelevant to developmental domain. Description is unclear or missing. No justification of developmental benefits or inclusivity. No links to EYLF v2, NQS, or research.

	needs of diverse learners. Explicit integration of EYLF v2, NQS, and relevant theory/research.	some theory/research.			
Writing, citations and academic skills (10%)	Highly structured and well written, highly developed. A wide range of academic and/or professional references are included (at least 10). Sources are consistently cited accurately following APA 7th style.	Well-structured and well written, well-developed. At least 8 academic and/or professional references are included. Sources are cited appropriately following APA 7th style with minor errors.	Structured, reasonably well-developed, and well-written. More than 6 academic and/or professional references are included. Sources are mostly cited appropriately following APA 7th style.	Adequately structured, and well- developed and well-written. At least 6 academic and/or professional references are included. APA 7th style is used, though with frequent errors.	Poor coverage and writing and insufficiently developed and structured. Fewer than 6 academic and/or professional references are included. APA 7th style is not used.

Assessment 3: Documentation of children's learning (30%)

Submission format: 10 PowerPoint Slides

Due: Week 11

Word count: 2000 words equivalent

Equivalent means that you will use other examples of information such as images and photos supported by concise written work in the PowerPoint slides.

Descriptions: As an early childhood educator, a critical aspect of your role is to observe and analyse learning moments that occur throughout the day. For this assessment, you will **be provided with three videos** by your lecturer (also available under the 'Assessment' tab on Moodle). From these, you are required to **select one video** to focus on. Using the chosen video, you will then create a PowerPoint presentation that demonstrates your ability to interpret and explain the developmental processes occurring within the learning moment.

Your presentation should showcase your ability to identify the developmental areas that were stimulated during the learning moment, and how the environment and teaching strategies supported children's learning. Additionally, your analysis should consider the children's individual learning styles and how they influenced their engagement and participation in the learning experience.

Moreover, you should provide a plan for further development and extension of the children's learning based on your observations and analysis. Your plan should be comprehensive and inclusive of various strategies that can be used to cater to the needs of diverse learners.

Note: Your assessment must be submitted via Moodle as a single file (maximum 20 MB).

References: minimum 6 academic references

Suggested Slide Flow

Slide #	Title	Content Description
1	Title Slide	<ul style="list-style-type: none"> - Presentation title - Your name and student ID - Unit code and assessment name
2	Acknowledgement of Country	<ul style="list-style-type: none"> - Provide a respectful Acknowledgement of Country
3	Introduction to the Learning Moment 'OBSERVE'	<ul style="list-style-type: none"> - State <i>which video</i> you selected - Describe the age group and setting/context - Provide an observation / description of what was noticed about the child/children's behaviour, interests, and engagement during the observed moment
4	Developmental Domain(s) Identified	<ul style="list-style-type: none"> - List the identified developmental domain(s) - Justify your choices with reference to the EYLF developmental milestones document https://www.acecqa.gov.au/sites/default/files/2018-02/DevelopmentalMilestonesEYLFandNQS.pdf
5	Analysis of Learning	<ul style="list-style-type: none"> -Provide an in-depth analysis of the key developmental domain(s) observed -Support your analysis using EYLF and/or relevant theoretical frameworks
6	Plan to extend	<ul style="list-style-type: none"> - Propose ONE follow-up experience to support further learning - Justify your plan with a clear rationale (What is the experience? Why is it appropriate? What are the intended learning outcomes?)
7	Organisation	<ul style="list-style-type: none"> -Describe how you would organise the space, time, and resources for the follow-up experience, and to support inclusion. -Justify your approach using relevant literature
8-9	Teaching strategies	<ul style="list-style-type: none"> -Describe at least two teaching strategies to support further learning -Explain the steps you would take as the educator (what you would say/do) -Anticipate how the child/children might respond -Explain how you would adjust your strategies to support diverse learners and ensure inclusion
10	References	<ul style="list-style-type: none"> -Provide an APA 7th edition reference list (minimum of 6 sources) - Include academic texts, journal articles, and relevant frameworks (e.g., EYLF, NQS)

Assessment Criteria

Criteria	High Distinction 80% -	Distinction 70%- 79%	Credit 60-69%	Pass 50-59%	Fail <50%
Introduction to the learning moment (chosen video, age group and the written observation) (20%)	Provides a highly detailed, accurate, and nuanced observation based explicitly on one of the provided videos . Captures subtle verbal and non-verbal behaviours, interactions, and environmental context with exceptional clarity. Demonstrates strong critical awareness of the child's engagement and setting.	Presents a clear and well-organised observation based on one of the provided videos . Most key behaviours and contextual factors are accurately described with relevant detail and thoughtful interpretation.	Observation is based on one of the provided videos and includes relevant behaviours and context. However, it is written more as a recount of events rather than a structured and analytical observation. Some detail or analysis may be lacking or underdeveloped.	Observation is based on one of the provided videos , but lacks depth, clarity, or objectivity. Several key behaviours or contextual elements are overlooked, and the writing may be general, inconsistent, or descriptive without insight.	Observation is not based on any of the provided videos , and/or is vague, inaccurate, or lacks relevance. It may be written in deficit-based language , lacking professionalism, objectivity, and respect for the child. Fails to meet foundational observation requirements.
Identification and analysis of developmental areas (20%)	Excellent analysis of the skills, knowledge, or theoretical perspectives demonstrated or developed in the identified developmental areas	Very good analysis of the skills, knowledge or theoretical perspectives demonstrated or developed in the identified developmental areas	Good analysis of the skills, knowledge, or theoretical perspectives demonstrated or developed in the identified developmental areas	Basic analysis of the skills, knowledge, or theoretical perspectives demonstrated or developed in the identified developmental areas	Limited or no analysis of the skills, knowledge, or theoretical perspectives demonstrated or developed in the identified developmental areas
Plan for future learning experience (20%)	Presents an insightful, child-centred plan for a follow-up	Provides a clear and well-considered follow-up	A relevant follow-up plan is described and linked to the	A basic follow-up experience is proposed, but links to the	No clear or relevant follow-up experience is proposed, or it

	<p>learning experience that is directly linked to the observation. Demonstrates excellent organisation of space, time, and intentional use of resources as provocations for learning. The plan is comprehensive and inclusive, incorporating a range of strategies to cater to the needs of diverse learners. Justification is highly reflective and well supported by relevant early childhood theory, research, and/or EYLF outcomes. Shows clear alignment with developmental needs and interests.</p>	<p>learning plan that relates to the observation. Effectively organises the learning space, time, and materials to support engagement. The plan is inclusive and considers strategies for supporting diverse learners. Provides strong justification using appropriate literature or curriculum frameworks.</p>	<p>observation. Organisation of the space, time, and resources is adequate but may lack depth or specificity. Includes some reference to literature or frameworks, though the justification may be general or limited in application. Strategies for diversity may be mentioned but not well developed.</p>	<p>observation are weak or underdeveloped. Organisation of space, time, and materials is vague or generic. Minimal reference to theory or EYLF; rationale is limited. Little evidence of planning for diverse learner needs.</p>	<p>does not relate to the child's observed interests or developmental stage. Lacks intentionality in use of space, time, or resources. No reference to literature or frameworks. No consideration for diversity. The plan lacks educational value or appropriateness.</p>
Identification of effective teaching strategies (20%)	Excellent identification of teaching strategies that support children's development	Very good identification of teaching strategies that support children's development	Good identification of teaching strategies that support children's development	Adequate identification of teaching strategies that support children's development	Limited identification of teaching strategies that support children's development
Presentation (10%)	Exceptionally clear in their presentation, with a logical	Very clear in their presentation, with a logical	Clear in their presentation, with a logical structure, clear	Somewhat unclear in their presentation, with a logical	Unclear in their presentation, with a logical structure, clear language,

	structure, clear language, and effective use of visual aids	structure, clear language, and effective use of visual aids	language, and effective use of visual aids	structure, clear language, and effective use of visual aids	and effective use of visual aids
Reference citations and reference list (10%)	A wide range of academic and/or professional references are included (at least 10). Sources are consistently cited appropriately following APA 7 style. All references are younger than five years.	At least 8 academic and/or professional references are included. Sources are cited appropriately following APA 7 style with minor errors. Almost all references are younger than five years.	More than 6 academic and/or professional references are included. Sources are mostly cited appropriately following APA 7 style. Most references are younger than five years.	At least 6 academic and/or professional references are included. APA 7 style is used with frequent errors. Some references are older than five years.	Fewer than 6 academic and/or professional references are included. APA 7 style is not used. References are older than five years.
TOTAL					

Assessment 4: Tutorial participation and activities – Forum Posts (10%)

Due: Weeks 3–8 (weekly submissions, due Friday 11:59 PM each week)

Task: Submit one original forum post each week (Weeks 3–8) responding to the set tutorial/forum discussion question.

Word count: Responses should be approximately 150–250 words per post, ensuring sufficient depth to demonstrate understanding of the topic. (It depends on the nature of the task)

References: There is no minimum number of references, but posts should demonstrate engagement with scholarly sources where appropriate. All references must follow APA 7th edition formatting.

Description:

From Weeks 3 to 8, students are required to participate in the online forum **by submitting one weekly post**. Each post must address the tutorial/forum discussion question for that week and be submitted by Friday 11:59 PM.

NOTE: Late submissions will not be accepted once the forum closes.

All responses must be the student's own work. Posts generated by AI or copied from other sources **are not permitted** and will be treated as academic misconduct. Contributions should demonstrate engagement with the weekly topic, clarity of communication, and a thoughtful response that connects with the learning materials and discussions.

Assessment Marking Criteria

Criteria	Areas to be covered	Weight
Outstanding participation	<ul style="list-style-type: none">• Regularly posts high-quality contributions to the forum each week.• Demonstrates critical engagement with readings, materials and key issues.• Analyses problems thoughtfully and provides well-reasoned arguments.• Demonstrates excellent clarity, depth and coherence in communication.• Posts submitted on time each week.• References or supporting evidence used appropriately and accurately (APA 7th).	9-10
Good participation	<ul style="list-style-type: none">• Posts regularly to the forum with relevant contributions.• Shows good engagement with readings, materials and key issues.• Analyses problems and provides reasoned arguments.• Demonstrates clear and coherent communication.• Posts mostly on time.• References or supporting evidence used appropriately.	7-8
Satisfactory participation	<ul style="list-style-type: none">• Posts intermittently to the forum; contributions are sometimes relevant.• Shows some engagement with readings, materials and key issues.• Provides limited analysis of problems.	5-6

	<ul style="list-style-type: none"> • Communication is understandable but may lack depth or clarity. • Posts occasionally late. • Minimal use of references or supporting evidence. 	
Limited Participation	<ul style="list-style-type: none"> • Posts occasionally, with limited relevance. • Shows minimal engagement with readings or materials. • Little analysis of problems. • Communication may be unclear or incomplete. • Posts often late. • Rare use of references or supporting evidence. 	3-4
Very Low Participation	<ul style="list-style-type: none"> • Posts very rarely, with minimal relevance. • Very limited or no engagement with readings or materials. • No meaningful analysis. • Communication is unclear or incoherent. • Posts mostly late or missing. • No references or supporting evidence. 	1-2
Poor participation	<ul style="list-style-type: none"> • Rarely or never posts to the forum. • Contributions show minimal engagement with readings, materials or key issues. • Little or no analysis of problems. • Communication lacks clarity or coherence. • Posts consistently late or missing. • No references or supporting evidence provided. 	0

7. WEEKLY OUTLINE

Week	Topic	Text Reference and Set Readings	Tutorial Activity
Week 1	Introduction to child development	Irving, E., & Carter, C. (2018). Chapter 1	Practicalities: unit outline/assessments/Moodle site, where to go for help (academic/personal)
Week 2	Theoretical perspectives on child development	Nolan and Raban (2020) Department of Education for the Ministerial Council (2022).	Exercise: read through and analyse play-based learning in EYLF, NQS, National law and regulation. Exercises: Creating a silent drama on a selected theory in small groups and then presenting to the whole group.
Week 3	Prenatal development and birth	Raising Children Network. (2020, Dec 11).	Group activity: create multimedia to present prenatal development and birth.
Week 4	Infancy development	Petty, K. (2016). Chapter 4, 5	Group activity: create multimedia to present Infancy development
Week 5	Toddler development	Petty, K. (2016). Chapter 6, 7	Group activity: create multimedia to present toddler development
Week 6	Preschool development	Petty, K. (2016). Chapter 8, 9	Group activity: create multimedia to present preschool development
Week 7	Physical development	Garvis, Phillipson, Clarke, Harrison, McCormack & Pendergast, (2019). Chapter 1, 2,	Group activity: creating play-based physical activities for different age groups, including 0-1, 1-2, 2-3, 3-5.
Week 8	Cognitive development	Garvis, Phillipson, Clarke, Harrison, McCormack & Pendergast, (2019). Chapter 5, 6	Group activity: creating play-based cognitive activities for different age groups, including 0-1, 1-2, 2-3, 3-5.
Week 9	Language, communication, social development	Garvis, Phillipson, Clarke, Harrison, McCormack & Pendergast, (2019). Chapter 9, 10, 13, 14	Group activity: creating play-based activities to support children's language, communication, social development for different age groups, including 0-1, 1-2, 2-3, 3-5.

Week 10	Emotional development	Garvis, Phillipson, Clarke, Harrison, McCormack & Pendergast, (2019). Chapter 17, 18	Group activity: creating play-based activities to support children's emotional development for different age groups, including 0-1, 1-2, 2-3, 3-5.
Week 11	Developmental disorders in early childhood education	Robinson, C., Treasure, T., Connor, D. O., Neylon, G., Harrison, C., & Wynne, S. (2018). Chapter 6 Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2008). Chapter 9	Group activity: creating play-based activities to support children who have additional needs.
Week 12	Documenting, Planning, and assessing children's development	Garvis, Phillipson, Clarke, Harrison, McCormack & Pendergast, (2019). Chapter 21	Watch a video and complete a documentation.

8. REFERENCE MATERIAL

Prescribed Texts

Garvis, S., Phillipson, S., Clarke, S., Harrison, L., McCormack, J., & Pendergast, D. (2019). *Child Development and Learning*. Oxford University Press.

Nolan, A., & Raban, B. (2020). Theories into practice - Revised edition: Understanding and rethinking our work with young children [eBook]. Essential Resources Educational Publishers Ltd.
<https://ebookcentral.proquest.com/lib/ackedu/detail.action?docID=31275280>

Recommended Texts

Irving, E., & Carter, C. (2018). *The Child in Focus Learning and Teaching in Early Childhood Education*. Oxford University Press Australia.

Petty, K. (2016). *Developmental Milestones of Young Children*. Redleaf Press Revised Edition.

Raising Children Network. (2020, Dec 11). Pregnancy and Birth. Raisingchildren.net.au.

Department of Education for the Ministerial Council (2022). *Belonging, being and becoming. The Early Years Learning Framework for Australia V2.0, 2022*. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2008). *Programming & planning in early childhood settings*. VIC: Thomson Learning Australia.

Nolan, A., & Raban, B. (2020). *Theories into practice - Revised edition: Understanding and rethinking our work with young children* [eBook]. Essential Resources Educational Publishers Ltd.
<https://ebookcentral.proquest.com/lib/ackedu/detail.action?docID=31275280>

Australian Early Development Census. (2018). *Domain Guide: Physical Health and Wellbeing*.

Government of Western Australia Department of Education., & First Steps. (2013). *Fundamental Movement Skills: Learning, Teaching and Assessment*.

Journals

Australasian Journal of Early Childhood
Every Child
Early Child Development and Care
Early Childhood Education Journal
Early Childhood Research Quarterly
Early Education and Development (EE&D)
International Research in Early Childhood Education (IRECE)
Young Children – NAEYC

Websites

Australian Early Development Census
<https://www.aedc.gov.au/>

Community Early Learning Australia (CELA)
<https://www.cela.org.au/>

Early Childhood Australia
<https://www.earlychildhoodaustralia.org.au/>

Organisation for Economic Development (OECD) - Early Childhood Education and Care
<https://www.oecd.org/education/school/earlychildhoodeducationandcare.htm>

The Australian Children's Education & Care Quality Authority
<https://www.acecqa.gov.au/>

Zero To Three
<https://www.zerotothree.org/>

Videos Links and Other Useful Materials

Students will have access to material on Moodle – readings, articles, videos, podcasts.

‘Provoking Minds - An Early Childhood Podcast’ podcast episodes freely available online at:
<https://www.ku.com.au/professional-development/provoking-minds-podcast>

IMPORTANT NOTES ON PASSING THIS UNIT

Moodle Unit Site

Important information, announcements, learning materials, learning activities and assessment specifications concerning this unit can also be found on Moodle, accessible via <https://lms.stotts.vic.edu.au/>. Ensure to log in on a regular basis and undertake activities which are set on Moodle. The written assessments will also need to be submitted through Moodle.

Email Communication

Emails sent to the lecturer must be sent from the student’s email account. Any emails sent by the lecturer or unit/course coordinator will be to student email address. If students access their email through a provider other than Acknowledge Education, it is the student’s responsibility to ensure that Acknowledge Education emails are forwarded to the student’s private email address.

Course Progress

Students should become familiar with the academic policies and procedures regarding course progress as found on <https://ae.rtomanager.com.au/Publics/PublicsPages/DocView.aspx>

To demonstrate satisfactory course progress, a student will need to achieve at least a **“Pass”** result in at least 50% of units undertaken in each semester. Where applicable, the student must always be capable of completing the course within the expected duration as specified on the Confirmation of Enrolment (CoE).

If the student fails to demonstrate this, they will be identified as a student who is **“at-risk”** of failing to complete their course within the expected duration. To avoid this and to ensure that the student’s study will improve in the subsequent semester, the student will be required to attend an intervention meeting with the Academic Support Officer (or the relevant Acknowledge Education representative) to discuss their study needs and appropriate study support strategies. It is crucial that the student attends this meeting to avoid further actions being taken by the College that might seriously affect the student’s enrolment status.

If the student is unable to attend this meeting due to compassionate or compelling circumstances outside of the student's control, the student will need to e-mail the Academic Support Officer (or Acknowledge Education representative) to organise an alternative meeting.

Individual and Group Assessments

All assessments will have clear guidelines whether they must be completed individually or as a formal group assessment. While group discussion is encouraged, the final submission for an individual written assessment must be the student's original work. All collaboration and assistance received **must** be clearly acknowledged. *See below for information on Plagiarism and other forms of Academic Misconduct.*

Assignment Extension of Due Dates

All written assessments must be submitted on Moodle by the due date and time the assessment is due. Written assessments should be submitted with a cover sheet and in Word format only (unless specified otherwise). Emails and hard copies will not be considered a submission. A duplicate copy of all work submitted must be kept by the student.

Permission to make a late *submission of an assignment* must be obtained from the unit co-ordinator/ or lecturer. Extension requests for up to 7 days must be submitted in writing to the lecturer **before the assessment due date**. The Extension of Assignment Due Date Form is available on Moodle. The student must complete this form and submit it to the unit co-ordinator or lecturer, with the appropriate evidence, **prior to the due date**. Having 'work in other units' will not be accepted as reasonable grounds for granting an extension. Additionally, excuses involving computers or printers will not be accepted as valid reasons for late submission. It is the student's responsibility to organise their assessments so that all required work is submitted by the due date.

Where the student's work is submitted after the due date and compassionate or compelling grounds cannot be established, there will be a penalty of 5% of the total weight of the assessment for **each day (including public holidays and weekend)** the submission is overdue. Late submissions will only be allowed up to 14 days after the original due date (minus the period for an approved extension, where applicable).

Due Date	Length of Extension	Form	Approval
Before Due Date	Up to a maximum of 7 days	Extension of Assignment Due Date Form (Moodle)	Unit co-ordinator/ lecturer
Before Due Date	More than 7 days	Application for Special Consideration Form (Student Portal)	Course co-ordinator
After Due Date		Application for Special Consideration Form (Student Portal)- Must be submitted within three days of the due date	Course co-ordinator

Absence during Presentations, Exams and Invigilated Tests

If the student is requesting for an extension that is longer than 7 days or unable to complete an assessment (including a presentation or test) due to *compassionate or compelling circumstances*, the student must complete and submit the Application for Special Consideration Form to the Course Coordinator **within three days of the assessment due date**. Appropriate evidence and documentation must also be supplied to support the claim. Minor illnesses (such as headaches, colds and minor gastric upsets) and excuses such as timetable confusion or forgetfulness are not considered to be valid reasons for special consideration. The form is available on the Student Portal.

A deferred or a supplementary examination or online test may be administered in the mid semester break. Students will only be granted one opportunity to take a deferred test.

For students with life circumstances or personal limitations that may affect their course of study, it is recommended that they contact the Dean or Course Coordinator as soon as possible.

The *Special Consideration Policy and Procedures* can be found on:

<https://ae.rtomanager.com.au/Publics/PublicsPages/DocView.aspx>

Plagiarism and Academic Misconduct

Acknowledge Education aims to produce graduates with attributes of honesty, integrity and ethical behaviour. Acknowledge Education expects students to strive for the best results they can from their own efforts and to gain results that reflect their achievements. It is expected that students will avoid behaviours that are dishonest such as cheating, plagiarising and colluding. It is the student's responsibility to learn the conventions and become familiar with the policy and procedures for academic misconduct:

<https://ae.rtomanager.com.au/Publics/PublicsPages/DocView.aspx>

Results or Grade Review

If the student would like to request a review of their assessment results, the student must fill and submit the Application for Review or Remark of Assessment Form **within ten working days of publication of results** to the Dean or Course Coordinator. Reviews after this date will not be heard. The form is available in the Student Portal. There will be a charge associated with this application and any changes made to the results will override the original results and be final.

Student Support

The lecturers and tutors will be able to assist the student regarding unit specific questions or assessment queries. In addition to this, there are a range of other academic and non-academic support services available to assist the student in their study. Students are encouraged to consult with their lecturer or tutor regarding their study needs. They can then refer the student to the Student Support Officer for further help on academic skills. There will also

be assessment and library workshops available throughout the semester for all students. These workshops are extremely useful for study, and they can help students gain better results and academic outcomes.

Assessment Grades

High Distinction (HD)	80 - 100
Distinction (D)	70 - 79
Credit (C)	60 - 69
Pass (P)	50 - 59
Resit (R)	45 - 49
Fail (N)	0 - 44

GRADUATE ATTRIBUTES

Graduates of Acknowledge Education are expected to have Knowledge, Skills and Abilities (KSA) on three different dimensions. Each unit in the course contributes to the development of the Acknowledge Education Graduate Attributes which students should demonstrate on completion of the course.

Professional	
GA1	Hold a body of knowledge relevant to their field of study, that includes an understanding of theories, practices, and the scope of their discipline.
GA2	Have the skills required to operate effectively within their chosen profession.
Personal	
GA3	Have developed an appreciation, tolerance, and ability to work effectively across the entire diversity spectrum.
GA4	Be able to work independently and collaboratively.
GA5	Be able to set appropriate goals for ongoing intellectual and professional development.
GA6	Be self-critical and identify shortcomings in their own knowledge, skills, and abilities.
GA7	Understand ethical responsibilities and behaviour pertinent to their chosen discipline and profession and practice the behaviour to the highest standards.
GA8	Have developed a high level of oral, visual, and written communication skills, across a range of communication technologies, relevant to their fields of study, and recognise the importance of maintaining these.
Academic	
GA9	Be able to identify the need for data, information, and knowledge to solve problems in familiar and unfamiliar contexts using appropriate media, tools and methodologies and be able to critically evaluate the information in terms of its validity, accuracy, currency against one's own values.
GA10	Be independent learners and thinkers with responsibility to acquire and evaluate new knowledge with the confidence to be analytical, creative, and critical.
GA11	Be able to understand, define, analyse, evaluate, investigate problems, and make informed recommendations and decisions.

COURSE LEARNING OUTCOMES

The Course Learning Outcomes (CLO) for the Graduate Diploma of Early Childhood Education are designed to align with the ACECQA requirements for early childhood teaching programs and the Australian Qualifications Framework specifications for AQF Level 8 criteria for the Graduate Diploma. On completion of the course, graduates will have advanced knowledge and skills for professional or highly skilled work and/or further learning. At the completion of the qualification, candidates will have achieved the course learning outcomes in the following in the following areas of knowledge, skills and application of knowledge and skills:

Attributes	Course Learning Outcomes
1. Knowledge	<p>CLO 1.1: Demonstrate knowledge of the history and philosophy of early childhood education and care (ECEC), including major theories of learning and child development.</p> <p>CLO 1.2: Combine theoretical knowledge with an understanding of teaching pedagogies (including alternative curriculum approaches) to plan an age-appropriate program that enhances children's learning and development.</p> <p>CLO 1.3 Has a knowledge of curriculum studies, management and leadership in the context of early childhood education and care.</p>
2. Skills	<p>CLO 2.1: Ability to maintain and enhance children's health and safety.</p> <p>CLO 2.2: Understand the principles of behaviour guidance and can support and guide children who have diverse needs and backgrounds.</p> <p>CLO 2.3: Demonstrate the capacity to work with children, families and communities taking a child-centred approach, including in leadership and management roles.</p> <p>CLO 2.4: Has developed excellent oral, visual, and written communication skills to communicate effectively an understanding of theoretical concepts, including through a range of technologies.</p>

3. Application of knowledge and skills	<p>CLO 3.1: Apply knowledge of child development to observe children and set up play-based and holistic learning experiences to further learning and development.</p> <p>CLO 3.2: Ability to use the cycle of planning and programming, including reflecting and evaluating the curriculum identifying shortcomings in knowledge, skills and abilities.</p> <p>CLO 3.3: Intentionally embed STREAM learning opportunities in the curriculum, using the learning environment to enhance and further children's learning.</p> <p>CLO 3.4: Develop respectful relationships with children and use intentional teaching to support each individual child's needs and learning preferences.</p> <p>CLO 3.5: Abide by sector professional standards and demonstrate professionalism by setting appropriate goals for ongoing self-development; identifying areas for further self-development; and being an independent, critical thinker and life-long learner.</p>
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Version Control

Version	
Study Period	
Reviewer	<i>Tertiary Program Manager & Director of Curriculum</i> Note to Educator/Trainer: The layout and structure of this document must not be changed. Any changes you make to the contents must be reported to the Head of Discipline before each study period. These changes will be recorded.
Date of Review	

Document Change and Review log

Provide details of changes made to the document and the rationale for the changes, including student feedback, continuous improvement, or as part of quality assurance review

Date	Version	By	Notes