This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
### Unit Name
Early Years: Contexts and Philosophies

### Unit Code
CR331

### Award
Bachelor of Education (Primary) - Stream B: Early Phase

### Core/Elective
Core

### Pre/co-requisites
Nil

### Mode
Internal

### Weighting
10 credit points

### Delivery/Contact hrs
| Class contact | 33 hours |
| Engagement with unit materials readings | 44 hours |
| Assignment preparation | 63 hours |
| **Total** | **140 hours** |

### Teaching Staff
Wendy Jarrott-Smith

### Unit Rationale
A fascination with the development and growth of the young child, across the globe and across time, has meant that the body of research, study and documentation of young children is unparalleled in any other sector of the field of education. Social and cultural perspectives of the child have evolved over time, and theories and practices in the field of Early Years education have sought to explain and respond to the ever changing zeitgeist. Amongst others, Bronfenbrenner’s theory of *The Ecology of Human Development* (1979) has made a seminal and significant contribution to our knowledge and understanding of what shapes, impedes or nurtures a child’s venture into life, and is central to the concepts under consideration in this Unit.

A well equipped educator needs to possess a deep understanding of the diversity of family, social and cultural life, and their impacts upon the 21st century child. The priority of developing school students’ literacy, numeracy and digital literacy throughout their schooling starts in the early years, and so the foundations laid in these areas are very important.

### Learning Outcomes:

On completion of this unit, preservice teachers will have provided evidence that they have:

1. Identified the distinctives of the Early Childhood field, and influences which have shaped and continue to shape it.
2. Identified the literate, numerate and digital demands expected of students engaging in learning in the Early Phase.
3. Engaged with pedagogical strategies, tools and resources mediated through ICT technologies, relevant to learning in the Early Phase.
4. Investigated the diversity of Australian family and its influence upon the development and educational aspirations of the young child.
5. Analysed aspects of social and cultural change and its impact upon the child in an increasingly globalised world.
6. Reflected upon and articulated what are appropriate pedagogical practices for the optimal support of the young child’s development across multiple contexts.
7. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
### Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Distinctives of the early years field in the past</em> - Significant theories, theorists and practices</td>
</tr>
<tr>
<td>2-4</td>
<td>Significant theories, theorists and practices of the early years field at present</td>
</tr>
<tr>
<td>5</td>
<td>Cultural and historical perceptions of the young child- the ‘evolution’ of childhood and its meaning in contemporary society</td>
</tr>
<tr>
<td>6</td>
<td><em>Context</em> - The Ecology of Human Development (Bronfenbrenner)</td>
</tr>
<tr>
<td>7</td>
<td>The contemporary child and the ‘self’ - Biological context, self-concept, personality, motivation</td>
</tr>
<tr>
<td>8-9</td>
<td>Contemporary Australian family contexts and their influence on the development and learning of the young child- the influence and impacts of 21st century family structures (nuclear, blended, single, dysfunctional, extended and other) on the young child’s development and learning</td>
</tr>
<tr>
<td>10-11</td>
<td>Contemporary social contexts and their influence on the development and learning of the young child- the influence and impacts of 21st century society (technology, consumerism, transience and other) on the young child’s development and learning</td>
</tr>
<tr>
<td>12-13</td>
<td>Contemporary cultural contexts and their influence on the development and learning of the young child - the influence and impacts of factors including increasing presence of digital media and ICTs in homes and schools, and 21st century globalism on the young child’s development and learning</td>
</tr>
<tr>
<td>14</td>
<td>The young child as learner - What the research reveals</td>
</tr>
</tbody>
</table>

### Set Text Requirements:


### Recommended Readings:

- Holliday, M 2004, *The Child, the School, the Parent: The Early Years*, Primary English Teaching Association, Newtown, NSW.
Queensland Studies Authority, various publications: such as *Children are Strong, Rich and Capable, Children Participate in a Range of Learning Situations, Early Years Curriculum Guidelines, Early years Curriculum Materials: Interactive Professional Development, Making Curriculum Decisions to Help Children Learn, Principles for the Early Phase of Learning, What do Children Learn Through Play?*

**Journals**

*Journal of the Australian Institute of Family Studies*

**Assessment:**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Paper Presentation (1500 words)</td>
<td>‘Gallery of Greats’ Prepare and present a paper presentation outlining a selected theorist, theory, movement and and/or practice which has shaped the Early Years field.</td>
<td>1-7</td>
<td>Weeks 4-6</td>
<td>50%</td>
</tr>
<tr>
<td>‘Child in Context’ Study (1500 words)</td>
<td>Select a child between the ages of 3 and 8 and use Bronfenbrenner’s Theory as a platform to analyse the child’s ‘context’.</td>
<td>1-7</td>
<td>Week 11</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Unit Overview:**

This unit lays the foundation for an holistic understanding of the contexts of development of the young child. The impact of foundations laid in the early years throughout the school years are explored in the unit. The need for a thorough knowledge of current developmental research, demographic trends, and theories past and present, as a basis for sound pedagogical practice, is articulated and explored.