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: Curriculum Frameworks, Foundations and Elements
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Unit Code | CR332
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
Curriculum development, for the teacher, is by no means a ‘one-size-fits-all’ process, but is inherently dynamic in nature, with the learning context, the developmental stage of the learner and requirements of the particular educational jurisdiction, being pivotal to its effectiveness. Traditionally, Kindergartens, Preschools, Prep and other pre-primary settings have sought to develop a ‘child responsive’ curriculum, based on the context of the setting and the developmental needs of the children. Alternately, teachers in Years 1 to 3, whilst cognisant of the developmental needs of the young children in their care, are also responsive to the external, systemic requirements placed upon them by various educational authorities. Hence, within the Early Years of schooling, we often find great disparity in the curriculum developed for young children. This unit explores the nature of curriculum in various Early Years contexts, with particular articulation of the underlying philosophies and frameworks, underpinning the curriculum decision-making in the Preparatory Year and the Early Years of schooling.

A thorough knowledge of ‘evidence based research’ relating to the most effective approaches for nurturing and supporting learning in the early years; a ‘working familiarity’ with current Early Years documents; and a critical appraisal of both, are essential for the sound development of a preservice teacher’s personal, Early Years educational paradigm and pedagogy.

Learning Outcomes:

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

1. Investigated various theoretical underpinnings relating to appropriate curriculum for children in the early years of schooling.
2. Explored the federal, state, systemic and school-based factors and requirements which impinge upon the development of curriculum for the young child in a range of Early Years contexts.
3. Identified the components of appropriate curriculum models and pedagogy which effectively scaffold the learning of young children.
4. Explored and critiqued different curriculum approaches such as play, investigations, real-life experiences, event-based learning and focussed teaching to identify their effectiveness in Early Learning.
5. Applied their knowledge and understanding of current curriculum documents and frameworks, (especially in The Arts, HPE, Science, SOSE and Technology), to the development of developmentally appropriate learning experiences for the young learner.
6. 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>Dimensions of Curriculum (Federal → State → Systemic → School-based → Personal Pedagogy); Curriculum terminology - Frameworks, Guidelines, Syllabus, Curriculum: What's the difference?</td>
</tr>
<tr>
<td>2</td>
<td>Current Federal and State Curriculum initiatives: The Australian Curriculum; The Early Years Learning Framework for Australia; Key Learning Areas; Outcomes; Essential Learnings; Early Years Curriculum Guidelines and others</td>
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<tr>
<td>3</td>
<td>Curriculum Models (Technical, Interaction and Interdisciplinary) and their appropriateness to planning for good pedagogy in the Early Years context.</td>
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<tr>
<td>4</td>
<td>Approaches to Integrated Curriculum including; Negotiated, Shared, Project and others</td>
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<td>5</td>
<td>‘Investigations’ and ‘Play’, incorporating use of ICTs, as curriculum frameworks for Early Learning</td>
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<tr>
<td>6</td>
<td>‘Real-life’ and ‘Event based’ learning, incorporating use of ICTs, as curriculum frameworks for Early Learning</td>
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<tr>
<td>7</td>
<td>‘Focussed teaching’, incorporating use of ICTs, as a curriculum framework for Early Learning</td>
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<tr>
<td>8</td>
<td>Early Years Documents and the Arts and HPE Key Learning Area (KLA) - Interpretation and Implementation - Physicality in the Early Years</td>
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<tr>
<td>9</td>
<td>Early Years Documents and the Technology Key Learning Area (KLA) - Interpretation and Implementation - Investigating technology in the Early Years</td>
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<tr>
<td>10</td>
<td>Early Years Documents and the Science Key Learning Area (KLA) - Interpretation and Implementation - Thinking scientifically in the Early Years</td>
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<tr>
<td>11</td>
<td>Early Years Documents and the SOSE Key Learning Area(KLA) - Interpretation and Implementation - Social living and learning</td>
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Set Text Requirements:

All state and national syllabus documentation relating to the Early Years, including:
- Early Years Curriculum Guide
- Year 1 Learning Statements
- Early Years Learning Framework
- Essential Learnings: by the end of Year 3 for all key learning areas

Recommended Readings:


Queensland Studies Authority 2006, Early Years Curriculum Guidelines, Author, Brisbane.


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>Curriculum Workshop</td>
<td>Select an early years curriculum document and present it as a 'workshop', in order to familiarise your peers with the document and its application to selecting learning experiences in the Early Years.</td>
<td>1, 2, 4-6</td>
<td>Week 5</td>
<td>20%</td>
</tr>
<tr>
<td>Early Years Theme</td>
<td>Develop an integrated, thematic display that incorporates ideas and activities, including use of ICTs, that support play, investigations, real-life experiences, event-based learning and focussed teaching with early years learners.</td>
<td>3-6</td>
<td>Week 8</td>
<td>40%</td>
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<tr>
<td>Development</td>
<td></td>
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<tr>
<td>Research Paper</td>
<td>Critique frameworks and approaches to curriculum development in the light of their appropriateness to Early Learning and the needs of early learners.</td>
<td>1-4, 6</td>
<td>Week 11</td>
<td>40%</td>
</tr>
</tbody>
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Unit Overview:

This unit relates to authentic, appropriate frameworks for curriculum development in the Early Years. Notions of the interplay between knowledge of child development research, curriculum pedagogies and documents, learning experiences and environments inform the core knowledge and practices of this unit.