

# TEAC 1018 INFANT AND EARLY DEVELOPMENT

**Legacy Code** 102666

**Coordinator** Kerry Staples ([https://directory.westernsydney.edu.au/search/name/Kerry Staples/](https://directory.westernsydney.edu.au/search/name/Kerry%20Staples/))

## Student Contribution Band

Check your fees via the Fees ([https://www.westernsydney.edu.au/currentstudents/current\\_students/fees/](https://www.westernsydney.edu.au/currentstudents/current_students/fees/)) page.

## Restrictions

Students must be enrolled in the Bachelor of Education (Birth – 5 Years).

## Learning Outcomes

1. Analyse contemporary theories of child development and apply these understandings to practice.
2. Explain children's development from conception to five years of age across physical, socio-emotional, cognitive, language, sensory, moral, creative, spiritual and academic domains.
3. Discuss the relative impact on children's development of nature (biological and genetic factors) and nurture (environmental factors).
4. Analyse children's development and learning within socio-cultural contexts and determine the implications for planning for children's learning.
5. Analyse the importance of building positive, professional relationships with young children and families and determine the implications for promoting responsive quality care and education.
6. Use a variety of observational techniques to document, analyse and interpret children's development using relevant theory and research.
7. Critique developmentally and culturally appropriate practices and principles and their implications for care and education that is responsive to the needs of diverse children and their families.

## Subject Content

### Module 1: The ecology of childhood and child development

The child in the context of family, society, and community  
Diversity in family structures and values and socialisation practices.

### Module 2: Children's growth and development: theoretical perspectives

Theories of child development

Children's development from pre-natal to the early school years across physical, socio-emotional, cognitive, language, sensory, moral, creative, spiritual and academic domains.

### Module 3: Brain development research and its implications for practice

Research on early brain development

The impact of biological and genetic factors

Creating environments which respond to critical and sensitive periods of development

### Module 4: Relationships as foundational for children's developments

Positive interactions and communication with children and families

Continuity of care and education

The pedagogy of relationships

### Module 5: Application of knowledge of child development into practice

Observe, assess, and guide children's development and learning  
utilising theories of child development

Critique and apply the principles of developmentally and culturally appropriate practices in designing quality care and learning in early childhood

## Special Requirements

Legislative pre-requisites

Prior to enrolling in this subject, students must have satisfactorily completed online Child Protection Awareness Training, have a current Working with Children Check, and completed the online course ASCIA Anaphylaxis: Australasian childcare.

## Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Poster	A3 Poster	20	N	Individual	
Essay	1,500 words	40	N	Individual	
Case Study	1,500 words (excludes references list and all attachments)	40	N	Individual	