

### Recommendations

Nil

### Rationale

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development.

Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Students examine the interrelatedness of the fundamentals and practices of early childhood learning. They plan, implement and evaluate play-based learning activities responsive to the needs of children as well as exploring contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

### Pathways

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

### Objectives

By the conclusion of the course of study, students will have been given the opportunities to:

#### **1. Investigate the fundamentals and practices of early childhood learning.**

Students explore the fundamentals of early childhood by identifying factors that influence children in early childhood education and care services. Fundamentals include growth and development, and physical, social, emotional and social wellbeing. Students explore the practices of early childhood learning through learning activities that encourage active learning, are responsive to children's needs, involve observations of children to gather information and promote active learning environments.

#### **2. Plan learning activities.**

Students use their knowledge and understanding of the fundamentals of early childhood and practices in early childhood learning to devise play-based learning activities. Learning activities may relate to play and creativity, literacy and numeracy skills, development, wellbeing, and indoor and outdoor learning environments. Learning activities may involve supporting the diverse and individual needs of children.

#### **3. Implement learning activities.**

Students put plans into action by enacting learning activities for a purpose. Students consider the appropriateness of the activity to the developmental needs of children when implementing learning activities. They have opportunities to demonstrate inclusive practices and be responsive to the needs of children. Students have opportunities to explore ways to engage children using language, voice, body language, facial expressions, resources and the environment.

#### **4. Evaluate learning activities.**

Students make judgments about how well learning activities meet intended outcomes and respond to the needs of children. They determine the merit of learning activities according to criteria, such as appropriateness and effectiveness. Students use the fundamentals of early childhood and the practices of early childhood learning to justify their evaluations.

## Delivery (mode, time requirements, lessons)

Students are expected to undertake independent study to complete tasks and assessment in accordance with the Work Rate Calendar. Students will have access to scheduled sessions each week with time given for independent tasks within these sessions. Live sessions are delivered via the online learning management system.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
Unit option C: Children's development	Unit option D: Children's wellbeing	Unit option B: Literacy and numeracy	Unit option F: Indoor and outdoor environments

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of assessment techniques including:

- Investigations
- Planning
- Evaluations

Unit 1	Unit 2	Unit 3	Unit 4
<p>Assessment C2: Project</p> <ul style="list-style-type: none"> <li>• Play-based learning activity (children's development)</li> <li>• Implementation of activity: up to 5 minutes</li> <li>• Planning and evaluation</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> </ul>	<p>Assessment D2: Project</p> <ul style="list-style-type: none"> <li>• Play-based learning activity (children's wellbeing)</li> <li>• Implementation of activity: up to 5 minutes</li> <li>• Planning and evaluation</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> </ul>	<p>Assessment B1: Investigation</p> <ul style="list-style-type: none"> <li>• Play-based activity (numeracy)</li> <li>• Planning and evaluation</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> </ul>	<p>Assessment F1: Investigation</p> <ul style="list-style-type: none"> <li>• Play-based activity (indoor environments)</li> <li>• Planning and evaluation</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media</li> </ul>
		<p>Assessment B2: Project</p> <ul style="list-style-type: none"> <li>• Play-based activity (literacy)</li> <li>• Implementation of activity: up to 5 minutes</li> <li>• Planning and evaluation</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 8 A4 pages, or equivalent digital media</li> </ul>	<p>Assessment F2: Project</p> <ul style="list-style-type: none"> <li>• Play-based activity (Outdoor environment)</li> <li>• Implementation of activity: up to 5 minutes</li> <li>• Planning and evaluation</li> <li>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 8 A4 pages, or equivalent digital media</li> </ul>

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