# EDN354 Integrated Early Childhood Curriculum (2024)



1.

Planting the seeds of science: a flexible, integrated and engaging resource for teachers of 3 to 8 year olds. (Curtin University, 2010).

2.

Association of Independent Schools of Western Australia. Playing with the Australian curriculum: meeting the standards through play-based pedagogies in pre-primary to year 2. (Association of Independent Schools of Western Australia, 2012).

3.

Association of Independent Schools of Western Australia. Further journeys of inquiry. (Association of Independent Schools of Western Australia, 2020).

4.

Association of Independent Schools of Western Australia. Journeys of inquiry. (Association of Independent Schools of Western Australia, 2018).

5.

Carr, M. Assessment in early childhood settings: learning stories. (Sage Publications, 2003).

6.

Helm, J. H., Beneke, S. & Steinheimer, K. Windows on learning: documenting young

children's work. (Teachers College Press, 2007).

7.

Becker, I., Rigaud, V. M. & Epstein, A. Getting to know young children: Alternative assessments in early childhood education. Early Childhood Education Journal **51**, 911–923 (2023).

8.

Gobby, B. Chapter 1: What is Curriculum? in Powers of curriculum: sociological aspects of education (eds. Gobby, B. & Walker, R.) 21–48 (Oxford University Press, Australia & New Zealand, 2022).

9.

Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. Chapter 7. Curriculum approaches and pedagogies. in Programming and planning in early childhood settings 247–299 (Cengage Learning Australia, 2021).

10.

Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. Chapter 8. Assessing and planning for children's learning. in Programming and planning in early childhood settings 300–357 (Cengage Learning Australia, 2021).

11.

Duncan, R. Why play based pedagogies? in Playing with the Australian curriculum: meeting the standards through play-based pedagogies in pre-primary to year 2 (ed. Duncan, R.) 2–10 (Association of Independent Schools of Western Australia, 2012).

12.

Barnes, S. Provocations on assessment in early childhood education. (2012).

Kennedy, A. & Stonehouse, A. Practice Principle Guide – Integrated teaching and learning approaches. (2017).

14.

Moss, J. Enacting the Australian curriculum: Primary and secondary teachers' approaches to integrating the curriculum. Australian Journal of Teacher Education **44**, 24–41 (2019).

15.

Barnett, L. M. et al. Australian children lack the basic movement skills to be active and healthy. Health Promotion Journal of Australia: Official Journal of Australian Association of Health Promotion Professionals **24**, 82–84.

16.

Department of Education WA. Fundamental movement skills resource booklets. (2013).

17.

School Curriculum and Standards Authority. SCSA health and physical education curriculum. (2017).

18.

NSW PDHPE Curriculum. Get skilled: Get active - Catch video. (2015).

19.

NSW PDHPE Curriculum. Get skilled: Get active - Hop video. (2015).

20.

NSW Department of Education and Training. Get skilled: Get active. (2000).

The National Children's Mental Health and Wellbeing Strategy.

22.

Hands, B. How fundamental are fundamental movement skills. The ACHPER active & healthy magazine **19**, 11–13 (2012).

23.

Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. Continuity of learning and transitions. in Programming and planning in early childhood settings 45–47 (Cengage Learning Australia, 2021).

24

Dockett, S., Perry, B. & Kearney, E. Family transitions as children start schools. Family Matters **90**, 57–67 (2012).

25.

Continuity of Learning: a resource to support effective transition to school and school age care - Department of Education, Skills and Employment, Australian Government. (2014).

26.

Centre for Education Statistics and Evaluation. Literature review: Transition to school.

27.

Rogow, F. Chapter 7: Media Literacy in Early Childhood Education: Inquiry-Based Technology Integration. in Technology and digital media in the early years: tools for teaching and learning 91–103 (Routledge, 2015).

28.

Technology in the early years.

http://homerton.cambs.sch.uk/information-for-practioners/ict-in-the-early-years/ (2019).

Hunt, C. Animation lesson – How to animate.

https://www.ipadartroom.com/animation-lesson-how-to-animate/.

30.

kartz27 89. Angry birds (Stop motion animation). (2012).

31.

Marriott, P. iMotion HD & iPad (Stop motion animation). (2012).

32.

Australian Curriulum, Assessment and Reporting Authority. Design and technologies: An Introduction. (2016).

33.

Early Childhood Australia. Early Childhood Australia statement on young children and digital technologies.

http://www.earlychildhoodaustralia.org.au/our-work/submissions-statements/eca-statement-young-children-digital-technologies/ (2018).

34.

Early Childhood Australia (ECA). Statement on young children and digital technologies. (2018).

35.

Victorian Curriculum and Assessment Authority (VCAA). Early years planning cycle resource for the Victorian early years learning and development framework. (2020).

Unit-plan---kindergarten.

https://www.aitsl.edu.au/docs/default-source/illustrations-of-practice-packages---proficient/unit-plan---kindergarten.pdf?sfvrsn=b5aee23c 0 (2012).

37.

Warden, C. Pages 85-93. in Planning with and for Children: A practical guide to inquiry-based learning through Floorbooks 85-93 (2021).

38.

Moravcik, E., Nolte, S. & Feeney, S. Chapter 2. Planning, Implementing, and Assessing Curriculum. in Meaningful Curriculum for Young Children 21–55 (Pearson Education (US), 2012).

39.

Duncan, R. Pages 206-221. in Journeys of inquiry (ed. Duncan, R.) 206-221 (Association of Independent Schools of Western Australia, 2018).

40.

Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. Chapter 8: Assessing and planning for children's learning. in Programming and planning in early childhood settings 300–357 (Cengage Learning Australia, 2021).

41.

Planting the seeds of science: a flexible, integrated and engaging resource for teachers of 3 to 8 year olds. (Curtin University, 2010).

42.

Petchell, K. Play-based: Pre primary learning environment: Methodist Ladies College. in Playing with the Australian curriculum: meeting the standards through play-based pedagogies in pre-primary to year 2 (ed. Duncan, R.) 34–44 (Association of Independent Schools of Western Australia, 2012).

Kogan, Y. Picturing the project approach: creative explorations in early learning. (Gryphon House Inc, 2017).

44.

Arthur, L., Beecher, B., Death, E., Dockett, S. & Farmer, S. Chapter 7. Curriculum approaches and pedagogies. in Programming and planning in early childhood settings 247–299 (Cengage Learning Australia, 2021).

45.

Inquiry learning in play spaces.

https://www.aitsl.edu.au/tools-resources/resource/inquiry-learning-in-play-spaces-illustration-of-practice.

46.

Stacey, S. Pedagogical documentation in early childhood: sharing children's learning and teachers' thinking. (Redleaf Press, 2015).

47.

Stacey, S. Chapter 3: The Chocolate project. in Pedagogical documentation in early childhood: sharing children's learning and teachers' thinking 35–48 (Redleaf Press, 2015).

48

Planting the seeds of science: a flexible, integrated and engaging resource for teachers of 3 to 8 year olds. (Curtin University, 2010).

49.

Brady, L. & Kennedy, K. J. Assessment and reporting: celebrating student achievement. (Pearson Australia, 2019).

Lee, W. & Carr, M. Documentation of learning stories: A Powerful assessment tool for early childhood.

51.

Education in New Zealand, Kei Tua o te Pae.

52.

Kei Tua o te Pae: Booklet 1 - An introduction to Kei Tua o te Pae. (2004).

53.

Mathematics. (2009).

54.

Tom Drummond: Resources and writings. https://tomdrummond.com/.

55.

Helm, J. H., Beneke, S. & Steinheimer, K. Chapter 1: The Value of documentation. in Windows on learning: documenting young children's work 7–12 (Teachers College Press, 2007).

56.

Helm, J. H., Beneke, S. & Steinheimer, K. Chapter 2: Windows on learning: A Framework for decision making. in Windows on learning: documenting young children's work 13–19 (Teachers College Press, 2007).

57.

Helm, J. H., Beneke, S. & Steinheimer, K. Chapter 3: The Documentation web: Providing a

map for documentation. in Windows on learning: documenting young children's work 20–24 (Teachers College Press, 2007).

58.

Fleet, A., Honig, T., Robertson, J., Semann, A. & Shepherd, W. What's pedagogy anyway? Using pedagogical documentation to engage with the early years learning framwork. (2011).

59.

Wien, C. A. Making learning possible through pedagogical documentation. (2013).

60.

thinkersinresidence. Carla Rinaldi on documentation. (2012).

61.

Stacey, S. Pedagogical documentation in early childhood: sharing children's learning and teachers' thinking. (Redleaf Press, 2015).

62.

Stacey, S. Chapter 4: Documenting extraordinary moments and short explorations. in Pedagogical documentation in early childhood: sharing children's learning and teachers' thinking 49–62 (Redleaf Press, 2015).

63.

Fleet, Alma. Why pedagogical documentation? Practical Literacy: The Early and Primary Years **27**, 12–17 (2022).

64.

Vergeront, J. Museum notes: Place matters. https://museumnotes.blogspot.com/2013/07/place-matters.html (2013).

Mapping Aboriginal perspectives and cross-curriculum content K-10. (2009).

66.

Goodwin, J. Indigenous culture: It's everybody's business. Every Child 18, (2012).

67.

Horton, D. R. AIATSIS map of Indigenous Australia. https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia (1996).

68.

Edelson, D. C. Geo-literacy.

https://www.nationalgeographic.org/news/geo-literacy-preparation-far-reaching-decisions/(2011).

69.

National Geographic mapmaker interactive.

http://mapmaker.nationalgeographic.org/?ls=00000000000#/.

70.

Hoyler, E. & Wellings, L. Cultivating joy and wonder: Educating for sustainability in early childhood through nature, food, and community.

http://sustainableschoolsproject.org/curricula/cultivating-joy-and-wonder-educating-sustain ability-early-childhood-through-nature-food-an (2013).

71.

Create your own archaeological dig.

Clyne, J. & Suda, L. My Grandmother's toy box. https://museumsvictoria.com.au/learning/learning-lab/little-history/my-grandmothers-toy-box/.

73.

Brown, S. Schoolyard dig simulated archaeology.

74.

Chapter 1. Making Humanities and Social Sciences come alive: the significance of curriculum in education. in Making humanities and social sciences come alive: early years and primary education (eds. Green, D. & Price, D.) 3–12 (Cambridge University Press, 2019).

75.

Derewianka, B. Chapter 5: Information Reports. in Exploring how texts work 51–68 (Primary English Teaching Association Australia (PETAA), 2020).

76.

Humphrey, S. & Vale, E. Chapter 5: History and Social Science. in Investigating model texts for learning 104–133 (Primary English Teaching Association Australia (PETAA), 2020).

77.

Hesterman, S. & Hunter, N. Chapter 9: Science learning through play. in Science early childhood (eds. Campbell, C., Jobling, W. & Howitt, C.) 137–152 (Cambridge University Press).

78.

Early years science. https://research.acer.edu.au/earlyyearsscience/.

79.

Earp, J. Teaching and learning activities: Everyday science in the early years. (2020).

Rosicka, C. & O'Connor, G. Science in the early years. Paper 1: Early years science and integration. (2020).

81.

O'Connor, G. & Rosicka, C. Science in the early years. Paper 2: Science inquiry skills. (2020).

82.

Rosicka, C. & O'Connor, G. Science in the early years. Paper 3: Monitoring children's learning. (2020).

83.

O'Connor, G. & Rosicka, C. Science in the early years. Paper 4: Educator facilitation. (2020).

84.

Planting the seeds of science: a flexible, integrated and engaging resource for teachers of 3 to 8 year olds. (Curtin University, 2010).

85.

Investigating compost.

https://www.aitsl.edu.au/tools-resources/resource/investigating-compost-illustration-of-practice (2017).

86.

Science: Scope and sequence. (2016).

Investigating sound and hearing.

http://www.education.vic.gov.au/school/teachers/teachingresources/discipline/science/continuum/Pages/soundlearn.aspx (2018).

88.

Mr Archimedes bath - Mrs Weirs science.

https://sites.google.com/a/opunakeprimary.school.nz/mrs-weir-science/mr-archimedes-bath.

89.

French, L. Science as the center of a coherent, integrated early childhood curriculum. Early Childhood Research Quarterly **19**, 138–149 (2004).

90.

Planting the seeds of science: a flexible, integrated and engaging resource for teachers of 3 to 8 year olds. (Curtin University, 2010).

91.

Dinehart, L. H. Handwriting in early childhood education: Current research and future implications. Journal of Early Childhood Literacy **15**, 97–118 (2015).

92.

State Government of Victoria. Fine motor | Victorian Government. https://www.vic.gov.au/literacy-teaching-toolkit-early-childhood/learning-foci-emergent-literacy/fine-motor.

93.

Huffman, M., Fortenberry, C. & YC Young Children. Helping Preschoolers Prepare for Writing: Developing Fine Motor Skills. YC young children **66**, (2011).

Oberer, N., Gashaj, V. & Roebers, C. M. Motor skills in kindergarten: Internal structure, cognitive correlates and relationships to background variables. Human Movement Science **52**, 170–180 (2017).

95.

Suggate, S., Pufke, E. & Stoeger, H. Do fine motor skills contribute to early reading development? Journal of Research in Reading **41**, 1–19 (2018).

96.

Musgrave, J. Chapter 7: Children's mental health and wellbeing in Health and wellbeing for babies and children: contemporary issues 91–109 (Routledge, 2023).

97.

Telethon Kids Institute. Young Minds Matter Mental Health Survey. https://youngmindsmatter.telethonkids.org.au/.

98.

Australian Association for Infant Mental Health. AAIMHI - Australian Association for Infant Mental Health. https://www.aaimh.org.au/.

99.

Mitchell, L. et al. Teaching and learning in culturally diverse early childhood centres. (2015).

100.

Department of Health and Ageing. Cultural diversity and children's wellbeing. (2012).

101.

Goodsman, J. Welcoming conversations with culturally and linguistically diverse families. (2012).

ECA Learning Hub. Embedding sustainable practices Part 1 of 3. (2013).

103.

EarlyChildhoodVideos. Investigating going green. (2013).

104.

Edwards, S., Moore, D. & Cutter-Mackenzie, A. 'It will be a wasteland if we don't recycle'—Sustainability and intentional teaching in early childhood. Every Child **18**, (2012).

105.

Owens, A. Supporting children's development: Fine motor skills. Putting Children First - magazine of the National Childcare Accreditation Council Inc (NCAC) **28**, 3–5 (2008).

106.

What are fine motor skills in children? - Development, definition & examples. http://study.com/academy/lesson/what-are-fine-motor-skills-in-children-development-definition-examples.html.

107.

ECA Learning Hub. TAPS NQS PLP - Embedding sustainable practices. Part 2 of 3. (2013).

108.

Haughey, S. & Hill, N. Provocations: A Start-up guide. (2017).

109.

Delany, K. Waking the third teacher: The Whys and hows.

Planting the seeds of science: a flexible, integrated and engaging resource for teachers of 3 to 8 year olds. (Curtin University, 2010).

## 111.

Fleer, M., Leslie, C., & Australian Early Childhood Association. The light side of darkness: helping children to understand the concept of 'light and colour'. vol. Australian early childhood resource booklets (Australian Early Childhood Association, 1992).

#### 112.

Perry, R. Play-based preschool curriculum: a practical resource for teachers interested in promoting play-based curriculum in a preschool setting. (School of Early Childhood, Faculty of Education, Queensland University of Technology, 1998).

## 113.

Association of Independent Schools of Western Australia. Playing with the Australian curriculum: meeting the standards through play-based pedagogies in pre-primary to year 2 . (Association of Independent Schools of Western Australia, 2012).

#### 114.

Association of Independent Schools of Western Australia. Playing with the Australian curriculum: meeting the standards through play-based pedagogies in pre-primary to year 2. (2012).

## 115.

Fleer, M., Nicol, A., Hughes Primary School, & University of Canberra. Faculty of Education. Seeing the light. vol. Introducing technology to young children (1991).

## 116.

Fleer, M. & University of Canberra. Faculty of Education. Physics at four: scientists at work in child care. vol. Early childhood science and technology education (2008).