



ECHE6020

Early Childhood Development

Session 1, Online-flexible 2024

Macquarie School of Education

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General Information

Unit convenor and teaching staff

Unit convenor

Helen Little

helen.little@mq.edu.au

Contact via iLearn Dialogue

29WW 235

By appointment, Monday - Wednesday only

Tutor

Emma Sutherland

emma.sutherland@mq.edu.au

Contact via iLearn Dialogue

By appointment

Credit points

10

Prerequisites

Admission to MTeach(0-5) or GradCertEChild

Corequisites

Co-badged status

Unit description

This unit examines major theories and current issues in child development and the application of developmental theory to educational practice. It provides students with an understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching. The initial part of the unit is concerned with theories of development and the middle to latter sections deal with domains of development and areas of specific interest in child development for the early childhood years.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Understand the many and varying influences important to the development of a

child.

ULO2: Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.

ULO3: Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

ULO4: Demonstrate awareness and respect for cultural, historical and contextual influences on child.

ULO5: Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

General Assessment Information

Please refer to iLearn for detailed information about assessment tasks.

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special consideration application. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.
- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time, including instances where students upload an incorrect file in error.
- Word limits are strictly applied. Work above the word limit will not be marked.

- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is **not the responsibility** of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

NOTE: Students are required to submit their own work. Submissions should not include or report any content or ideas generated by third parties or artificial intelligence sources, including but not limited to ChatGPT.

Quiz Assessments

Quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. For Professional Experience (PEX) units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

P (Pass)	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component, the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this unit

If you are considering withdrawing from this unit, please seek academic advice via <https://ask.mq.edu.au> before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact your course progression.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <https://ask.mq.edu.au>

Assessment Tasks

Name	Weighting	Hurdle	Due
Topic quiz	15%	No	between 12:00 - 24:00 14/03/2024
AEDC Analysis	45%	No	23:55 3/05/2024
Supporting development	40%	No	23:55 4/06/2024

Topic quiz

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 10 hours

Due: **between 12:00 - 24:00 14/03/2024**

Weighting: **15%**

Online quiz covering topics from Weeks 1-5.

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

AEDC Analysis

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 45 hours

Due: **23:55 3/05/2024**

Weighting: **45%**

Local community report using AEDC data. 2000 words.

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Supporting development

Assessment Type ¹: Practice-based task

Indicative Time on Task ²: 35 hours

Due: **23:55 4/06/2024**

Weighting: **40%**

Applying AEDC data and research evidence to Early Childhood setting. 1800 word written response.

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
 - Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
 - Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
 - Demonstrate awareness and respect for cultural, historical and contextual influences on child.
 - Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.
-

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required and recommended texts

Hoffnung, M., Hoffnung, J., Seifert, K., Hine, A., Pause, C., Ward, L., Signal, T., Swabey, K., Yates, K., & Burton Smith, R. (2023). *Lifespan development* (5th Australasian edition). Wiley.

(Note: there is a special MQ custom edition of this text - please refer to iLearn for details)

Some weeks there are supplementary readings. Details of these are provided on iLearn and can be accessed via the Leganto units readings block.

Information about the unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and students enrolled in INFQ or online mode are especially encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

All lectures are embedded within the weekly topic sections (Not ECHO360).

PowerPoint slides associated with lecture content are available on iLearn in the associated topic section..

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

Assistance is available from IT Helpdesk

Ph: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

The unit structure can be found in the university timetable <https://publish.mq.edu.au> In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting iLearn site for the unit providing additional readings, links and materials.

The weekly program for the course with the accompanying readings/ preparation is available on the following pages and/or on the unit iLearn site.

Unit Schedule

	Topic
Week 1 19 Feb	Introduction to developmental theories
	Research methods
Week 2 26 Feb	Psychodynamic theories
	Behavioural & social cognitive learning theories
Week 3 4 March	Lifespan developmental theories
	Cognitive developmental theories
	Contextual developmental theories

Week 4	Genetics & Individual differences
11 March	Prenatal development
Week 5	Major studies of Child Development
18 March	
Week 6	Physical development
25 March	Motor development
Week 7	Perception
1 April	
Week 8	Cognition
8 April	Theory of Mind
Mid-semester Recess 15 – 28 April	
Week 9	Joint attention & mind-mindedness
29 April	Language
Week 10	Attachment
6 May	Temperament
Week 11	Emotional development
13 May	Social development
Week 12	Gender
20 May	Parenting
	Peer relationships
Week 13	Final assessment completion - No lectures or classes this week
27 May	

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

School of Education Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance

See the university timetable for information about when classes begin in this unit. <https://public.h.mq.edu.au/>

Activities completed during weekly tutorials (DAY mode) or online tasks (ONLINE mode) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken. Make up tasks may be given if attendance is missed to ensure all content is covered to meet accreditation requirements.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

Fail Rule

This unit is a part of a professional course listed on Schedules 2 and 3 of the Academic Progression Policy. This course has additional requirements that are applicable for the full duration of the course, including course-specific inherent requirements, Fitness to Practice requirements and other compulsory course requirements. It also has rigorous academic progression standards. Inability to meet these requirements may result in a withdrawal of offer of admission and/or permanent exclusion from the course in accordance with the General Coursework Rules.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)

- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course.

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient:

- Assignment feedback aims to focus on development of academic skills and critical thinking to encourage students to use feedback on assignments to improve

performance.

Reflexive:

- Online and tutorial activities encourage examination of alternative interpretations of developmental research and critical thinking about own future role and implications for practice.

Responsive:

- In tutorials students engage in practical activities to consider how children's early experiences impact development and later outcomes for children and examine ways of providing optimal environments and experiences for children to support positive outcomes.

Ready to Learn:

- Students are supported to develop an understanding that research provides the evidence base to inform practice and to identify strategies for supporting children's development.

Research Engaged:

- Lectures cover research methods used in child development research including specific reference to findings from the major longitudinal studies of child development (e.g. NICHD, LSAC & LSIC, AEDC).
- The major assignments require students to analyse data and engage with recent child development research and suggest implications for practice based on the research evidence.

Unit information based on version 2024.02 of the [Handbook](#)