ECHE1200

History and Philosophy of Early Childhood

Session 1, In person-scheduled-infrequent, North Ryde 2024

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Subject Convenor
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Room 234, 29 Wally's Walk
Consultation by appointment

Tutor
Komal Ingreji
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Credit points
10

Prerequisites

Corequisites

Co-badged status

Unit description
The unit provides a foundational overview of the theoretical perspectives that have contributed to the history and philosophy of early childhood education. It examines philosophies, theories and theorists over time that have helped shape views about children and children's learning, curriculum development and the role of the teacher. The unit will enable students to recognise the importance of philosophy in early childhood education as they read research and engage with philosophical ideas. Students will also begin to develop a broad knowledge of curriculum approaches, including Froebel, Montessori, Steiner and Reggio Emilia that are implemented across Australia in contemporary early childhood settings.

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:** Demonstrate an understanding of the historical basis of early childhood philosophy.

ULO2: Discuss the theoretical influences underpinning early childhood pedagogies and practices.

ULO3: Identify how history and philosophy have impacted Australian early childhood education.

ULO4: Develop the skills of researching, writing, presenting and submitting academic work.

General Assessment Information

- 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.

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
Assessment 1: Presentation / Debate	25%	No	Varies: Weeks 3 - 8
Assessment 2: Research essay: Dominant views of early childhood education	35%	No	23.55hrs on 19/05/2024
Assessment 3: Overview of unit final exam	40%	No	During examination period

Assessment 1: Presentation / Debate

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 24 hours
Due: **Varies: Weeks 3 - 8**
Weighting: **25%**

This assessment requires you to deliver a presentation on a theorist or dominant view of early childhood education covered in the subject. (oral)

On successful completion you will be able to:

• Demonstrate an understanding of the historical basis of early childhood philosophy.

• Discuss the theoretical influences underpinning early childhood pedagogies and practices.

• Identify how history and philosophy have impacted Australian early childhood education.

• Develop the skills of researching, writing, presenting and submitting academic work.

Assessment 2: Research essay: Dominant views of early childhood education

Assessment Type [1]: Essay
Indicative Time on Task [2]: 31 hours
Due: **23.55hrs on 19/05/2024**
Weighting: **35%**

This essay requires students to consider the diverse ways that early childhood education has been viewed in the past and today. How have views about early childhood education developed, what has informed the ways it is viewed today, and what are the implications of those diverse views for early childhood education, children, families and society more broadly? (Word count 1800)

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy.
- Discuss the theoretical influences underpinning early childhood pedagogies and practices.
- Identify how history and philosophy have impacted Australian early childhood education.
- Develop the skills of researching, writing, presenting and submitting academic work.

Assessment 3: Overview of unit final exam

Assessment Type [1]: Examination
Indicative Time on Task [2]: 30 hours
Due: **During examination period**
Weighting: **40%**

Open book exam. (2 hours)

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy.
- Discuss the theoretical influences underpinning early childhood pedagogies and practices.
- Identify how history and philosophy have impacted Australian early childhood education.

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[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 texts

Ailwood, J., Boyd, W., & Theobald, M. (Eds.) (2016). Understanding early childhood education and care in Australia: Practices and perspectives. Crows Nest: Allen & Unwin.

Nolan, A. & Raban, B. (2015). Theories into practice. Albert Park, Victoria: Teaching Solutions.

You are required to purchase you own copies of these two texts. Readings from the required texts will be used to support lecture and tutorial content.

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 INFQ especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the web through i-Learn You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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 Creating your timetable - Enrolling | M acquarie University, Sydney (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 or on the unit iLearn site.

Unit Schedule

This table sets out the weekly lectures and required and recommended readings. Please see the individual Weekly Guides in i-Learn for additional and updated information and support for your learning.

Week	Date	Lecture topic	Required reading	Recommended reading / videos
Part 1: Introduction to philosophy and pre-20th Century theorists				
1	19 / 2	Week 1 lecture introduces you to both the subject learning objectives, assessments and requirements; and to philosophy and history. You will learn why it is important to understand about different views about children and early childhood education pedagogy over time.	1. Ailwood et al. textbook, Introduction & Chapter 2, Ailwood	Spodek, B., & Saracho, O. N. (2003). "On the shoulders of giants": Exploring the traditions of early childhood education. *Early Childhood Education Journal, 31*(1), 3-10. A crash course in philosophy: https://www.youtube.com/watch?v=1A_CAkYt3GY Socrates: http://plato.stanford.edu/entries/socrates/
2	26 / 2	Week 2 lecture introduces you the views of ancient philosophers Confucius, Socrates, Plato and Aristotle, and the view of children in Roman times. We then look at childhood during the Medieval and Renaissance periods.	1. Lascarides & Hintz, Chapter 1, pp.3 – 24 [in Leganto]	Plato: https://plato.stanford.edu/entries/plato/ Aristotle: https://plato.stanford.edu/entries/aristotle/ Confucious: https://plato.stanford.edu/entries/confucius/ Children's lives in Medieval times: https://www.youtube.com/watch?v=EE85Sugrfh8

| 3 | 4 / 3 | Week 3 lecture introduces you to the ideas of Comenius, Locke, Rousseau and Pestalozzi. The 18th & 19th century: Romantic period and industrial revolution and evangelism; and the ideas of Froebel – the 'Father' of kindergarten. | 1. Lascarides & Hintz, 2013, pp.50-53 [in Leganto]

2. Lascarides & Hintz, 2013, pp. 85 – 115, & pp.143 – 167 [in Leganto] | William Blake's *Nurses' Song:*

https://www.youtube.com/watch?v=iP8xF8kbaoU

Rousseau's *Emile, or on Education*:

http://en.wikipedia.org/wiki/Emile,_or_On_Education

Bowers, F. B., & Gehring, T. (2004). Johann Heinrich Pestalozzi: 18th century Swiss educator and correctional reformer. *Journal of Correctional Education*, 306-319.

Pestalozzi's *How Gertrude Teaches Her Children*

http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/gertrude/index.html

Manning, J. P. (2005). Rediscovering Froebel: A call to re-examine his life & gifts. *Early Childhood Education Journal, 32*(6), 371-376.

Froebel: https://www.youtube.com/watch?v=LNBzmCKLNdU |

Part 2: The emergence of early childhood education and dominant ideas underpinning contemporary practices and policies.

| 4 | 11 / 3 | In week 4, we examine the introduction of public schooling and the exclusion of children aged younger than six years of age from public schools.

We also look at the emergence of early childhood education in Australia. | 1. Ailwood et al. textbook Chapter 1, Wong & Press;

2. Lundkvist, Nyby, Autto, & Nyga?rd, 2017 [in Leganto] | Brennan, D. (1998). *The politics of Australian child care: Philanthropy to feminism and beyond*. Cambridge University Press. Chapter 1 |

| 5 | 18 / 3 | Week 5 explains the influence of Montessorian pedagogy.

We consider early Childhood education as 'progressive', individualised, play-based pedagogy – and look at the theorists Dewey, Gardner, Steiner, AS Neil, Malaguzzi, as well as the pedagogies of the Reggio Emilia schools & the Forest school movement | 1. Ailwood et al. textbook Chapter 4, Henderson & Edwards;

2. Wong & Logan, 2016 [in Leganto]

3. Nolan & Raban, pp.17 –28; and 38 – 39 | Gardner, H. (2011). *The unschooled mind: How children think and how schools should teach.* Basic books.

Gardner: https://youtu.be/oY2C4YgXm7I

Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter **8**: Dewey: pp. 215-225.

Millikan, J. (2003). *Reflections: Reggio Emilia principles within Australian contexts.* Pademelon Press Pty. Limited.

Mooney, C. G. (2005). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky.* St. Paul, MN: Redleaf Press. (Chapter 2 – Montessori)

Neill, A. S., & Lamb, A. (1995). Summerhill School: A new view of childhood. Macmillan.

Nutbrown, C., & Clough, P. (2014). *Early childhood education: History, philosophy and experience* (2nd ed.). London: Sage. Part II: pp: 51-52.

O'Brien, L. (2009) Learning outdoors: The Forest School approach, *Education* 3–13, 37:1, 45-60, DOI: 10.1080/03004270802291798

Reggio Emilia: https://youtu.be/mQtLOu99BfE

Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching and learning.* Psychology Press.

Steiner, R., & McDermott, R. (2009). *New essential Steiner: An introduction to Rudolf Steiner for the 21st Century.* |
| 6 | 25 / 3 | In week 6, we examine the idea of early childhood education as 'scientific' education, including the ideas of: medicalisation, Developmentally Appropriate Practice and the influence of developmental theorists and research – Piaget, Vygotsky, Bowlby, Pikler, Gerber, Bronfenbrenner, & Rogoff | 1. Ailwood et al. textbook Chapter 5, Theobald & Busch;

2. Ailwood et al. textbook Chapter 12, Boyd;

3. Nolan & Raban, pp.17 – 20; 31 – 32; 36 – 37; 40 - 41 | Mooney, C. G. (2005). Chapter 5: **Vygotsky.**

Piaget: https://www.simplypsychology.org/piaget.html

Vygotsky: https://www.simplypsychology.org/vygotsky.html

Bowlby: https://www.simplypsychology.org/bowlby.html

Rogoff: http://www.aera100.net/barbara-rogoff.html

Pikler (this is not in English – but shows Lozy House): https://www.youtube.com/watch?v=imLLoxNlR2U&ab_channel=CindyBonnot

https://www.youtube.com/watch?v=Wkxfapvk68A

https://www.youtube.com/watch?v=l0LpqyWG8i0&ab_channel=LisaSunbury

Gerber: https://www.youtube.com/watch?v=ATlxEmqhDLc&ab_channel=RespectfulMom |

| 7 | 1 / 4 | Week 7 introduces you to the concept of early childhood education as 'socially just' education – rescuing children, ameliorating disadvantage, reforming society, ethics, rights and anti-bias curriculum, the UNCROC & Sustainable Development Goals, Freire | 1. Ailwood et al. textbook Chapter 7, Ford;
 2. Ailwood et al. textbook Chapter 8, Miller;
 3. Ailwood et al. textbook Chapter 9, Farrell
 4. Nolan & Raban, pp.53 – 54 | The UNCROC: https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf

 Chomsky, Gardner & Friere in conversation: https://youtu.be/2Ll6M0cXV54

 Ebbeck, M., Warrier, S., & Ebbeck, F. (2012). Children's images and visibility represented in television and newspaper in Singapore. In S. Wyver & P. Whiteman (Eds). *Children and childhoods2: Images of childhood* pp. 148 - 165. Newcastle Upon Tyne: Cambridge Scholars.

 Freire, P. (1970). Pedagogy of the Oppressed. (M. Bergman, Trans.). Middlesex: Penguin Books. (Original work published 1968)

 Little, H. (2012). Contradictory images of children: Growing up in a dangerous(?) world. In S. Wyver & P. Whiteman (Eds). *Children and childhoods2: Images of childhood* pp.88 – 104. Newcastle Upon Tyne: Cambridge Scholars.

 Singer, E., & Wong, S. (2021, on-line). Early childhood theories, ideals and social-political movements, an oral history study of pioneers in the second half of the 20th century. *Early Child Development and Care,* https://www.tandfonline.com/doi/full/10.1080/03004430.2020.1850445

 Wong, S. (2012). A 'humanitarian idea': Using a historical lens to reflect on social justice in early childhood education. *Contemporary issues in Early Childhood, 14*(4), 311 – 323. |
| 8 | 8 / 4 | Week 8 discusses how early childhood education is often considered 'women's work' – we touch on maternalism and feminism and its implications for the early childhood workforce | 1. Ailwood et al. textbook Chapter 3, Blaise;

 2. Ailwood et al. textbook Chapter 14, Thomas | Aslanian, T.K. (2015). Getting behind discourses of love, care and maternalism in early childhood education. *Contemporary Issues in Early Childhood, 16*(2), 153-165.

 Brennan, D. (1998). *The politics of Australian child care: Philanthropy to feminism and beyond*. Cambridge University Press. Chapter 3

 Workforce Initiative Webinar on early childhood workforce working conditions:

 https://www.youtube.com/watch?v=n8oojzFuFpM&feature=youtu.be |

Recess

First On-Campus Session 15th April - for External Students ONLY

9	29 / 4	Week 9 demonstrates how early childhood education is 'national work' and we examine the shift from philanthropy to corporatisation ('economic work') and look at the emergence of the *Early Years Learning Framework, National Quality Standards and Universal Access*	1. Ailwood et al. textbook Gibson chapter 2. Ailwood et al. textbook Chapter 10, Cheeseman	Brennan, D. (1998). *The politics of Australian child care: Philanthropy to feminism and beyond*. Cambridge University Press. Chapter 2 Sumsion, J. (2006) The corporatization of Australian childcare: Toward an ethical audit and research agenda *Journal of Early Childhood Research*, *4*(2), 99-120. The Early Years Learning Framework: https://www.education.gov.au/early-years-learning-framework-0 ACECQA: https://www.acecqa.gov.au/
10	6 / 5	Week 10 introduces the ideas of poststmodernism and its implications for contemporary provision – especially the impact of Foucault, Bourdieu & Canella on early childhood thinking.	1. Nolan & Raban, pp.55 – 71 2. Lundkvist, Nyby, Autto, & Nyga?rd, 2017 [in Leganto]	Cannella, G. S. (2000). The scientific discourse of education: Predetermining the lives of others—Foucault, education, and children. *Contemporary Issues in Early Childhood*, *1*(1), 36-44. Langford, R. (2010). Critiquing child-centred pedagogy to bring children and early childhood educators into the centre of a democratic pedagogy. *Contemporary Issues in Early Childhood, 11*(1), 113 – 127.
Second 'on-campus' May 13th for External Students ONLY				
11	13 / 5	In Week 11 we consider the challenge of globalisation on early childhood. We also look at the concept of 21st Century learning.	1. Lata Rana: https://www.hekupu.ac.nz/article/globalisation-and-its-implications-early-childhood-education	Gupta, A. (2017). How neoliberal globalization is shaping early childhood education policies in India, China, Singapore, Sri Lanka and the Maldives *Policy Futures in Education, 16*(1) 11–28. https://journals.sagepub.com/doi/pdf/10.1177/1478210317715796 Campbell-Barr, V., & Bogatić, K. (2017) Global to local perspectives of early childhood education and care, *Early Child Development and Care*, *187*(10), 1461-1470. DOI: 10.1080/03004430.2017.1342436 Robinson, K. Changing Education Paradigms. Animation. https://www.youtube.com/watch?v=ATCqh-OjSuw&ab_channel=EscolaAlfa
Research essay due 19 / 5				

12	20 / 5	Week 12 brings you 'Voices from the field' - you will have the opportunity to hear from professionals in Australian early childhood organisations and children's services.	1. Lundkvist, Nyby, Autto, & Nyga?rd, 2017 [in Leganto]	An overview of KU's history that you are also welcome to use with your students: https://www.ku.com.au/ku-125-years/our-history *Why Work for KU* video that is on our website in the Jobs section: https://www.ku.com.au/careers **Presentations from field**
13	27 / 5	Revision & recap. There are no classes this week. You have the opportunity to revise and ask questions about the content of the subject.		
	3 – 21 June	Exam period		

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 for undergraduate units

See the university timetable for information about when classes begin in this unit. Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au) Activities completed during weekly tutorials (DAY or ONLINE DAY mode) or on campus days (INFQ 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.

Infrequent Attendance Students

Information about the dates of the on-campus sessions can be found in the university timetable. Creating your timetable - Enrolling | Macquarie University, Sydney (mq.edu.au)

● The on-campus sessions are essential to student engagement and learning and attendance is expected. Failure to attend or to have an approved Special Consideration may result in a Fail grade for the unit.

● Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

● Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

● Further specific details and any updates about times and locations will be posted on iLearn as

an Announcement during first half of the semester.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://stu dents.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: Lectures, readings and tutorials facilitate students to become informed, inspired, well-prepared and resilient EC teachers, by supporting students to develop their understanding of what EC work actually entails, as well as the proud traditions of the EC profession, its history, and their place in it.

REFLEXIVE: Multiple perspectives, philosophical approaches and purposes of EC are presented to students through lectures, tutorials and readings. Students engage deeply in reflection on a self-selected EC theorist to share their understanding with their peers. In this way, they start to consider their own teaching philosophy.

RESPONSIVE: Students are introduced to various purposes of EC and to the ideas of leaders currently working in EC. They are encouraged to consider what type of setting they would eventually like to work in and what they would be able to bring to the profession.

READY TO LEARN: This subject reinforces the need for EC teachers to continually reflect on the multiple purposes of EC, to develop skills in advocacy for socially just practices that support children, families and communties, and to conciously develop their own teacher identify.

RESEARCH ENGAGED: All lectures draw on research - of both the historical and contemporary context of EC. Students are supported to draw on research to support their arguments in their essay and open-book exam.

Unit information based on version 2024.02 of the Handbook