



ECED731

Pedagogical Approaches to Early Childhood Curriculum

S2 External 2014

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Lecturer

Sandra Cheeseman

sandra.cheeseman@mq.edu.au

Contact via 9850 9835

X5B 366

Lecturer

Luke Touhill

luke.touhill@mq.edu.au

Contact via 9850 4146

X5B 358

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

ECED731

Unit description

This unit is of relevance to students interested in undertaking higher degree research. It aims to critically examine the role of teachers as curriculum decision makers in early childhood education settings with a focus on the philosophical and theoretical foundations of contemporary approaches to curriculum and pedagogy. It will examine the research base that informs early childhood curriculum policy and the prevailing discourses that inform teaching practice. Students will engage in critical inquiry of intentional teaching and understandings of early childhood pedagogy and curriculum at an advanced level. They will participate in research-based projects to further examine pedagogies in practice.

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:

1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
4. Engage in a research project showing understanding of links between theory and practice

General Assessment Information

Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Please type all assignments using 11 or 12-point font and 1.5 spacing.
- **Unless otherwise indicated assignments must be submitted by uploading through turnitin**
- Assignments must be submitted on or before the time and date specified. The same due date applies to students enrolled both internally and externally in the unit.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and until your final grade for the subject has been received; please save work in progress to avoid computer failure issues!
- Assignment marks will be deducted if you submit your assignment late without requesting an extension through ask@mq (refer to the 'late assignments' section below for more details);
- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.
- If an assignment is considered to be below passing standard, it will be reviewed by another staff member on the unit; the agreed mark will be assigned. No failed assignment may be re-submitted.

Late Assignments:

A deduction of 5% of the total possible mark allocated for that assignment will be made for each day or part day that assignment is late, weekends counting as two days. For example, if an assignment is worth 20 marks and you submit it 2 days late, you will have 2 marks (2 x 5% of 20 marks) subtracted from your awarded mark.

Extensions:

Please refer to the University Disruption to Study policy.

Referencing

The Institute of Early Childhood requires that students use the APA (6th edition) referencing style in all assignments. A copy of the IEC Referencing Guide can be downloaded from iLearn. Marks may not be allocated if there are major referencing errors such as numbering entries [not done in APA formatting] or failing to indent second and subsequent lines [required in APA formatting].

It is highly recommended that students complete the StudyWISE module on academic honesty.

Assessment Tasks

Name	Weighting	Due
<u>Literature review.</u>	30%	September 5
<u>Curriculum Analysis Report</u>	35%	October 13
<u>Case Study Report</u>	35%	November 10

Literature review.

Due: **September 5**

Weighting: **30%**

Outline the historical origins of early childhood curriculum and how contemporary approaches to curriculum reflect theory and research.

On successful completion you will be able to:

- 1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- 2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings

Curriculum Analysis Report

Due: **October 13**

Weighting: **35%**

Select one contemporary early childhood curriculum approach and identify the underpinning theoretical understandings that shape the approach. Critically examine the role of the teacher in this approach in relation to the Pedagogical Principles and Practice outlined in the EYLF.

On successful completion you will be able to:

- 1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- 2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings

Case Study Report

Due: **November 10**

Weighting: **35%**

Visit an early childhood setting and observe the curriculum approach/s utilised. Describe the approach/s and identify the key theoretical ideas that underpin the work of the educators. Document examples of your observations to demonstrate your understanding of the links between theory and practice. Interview the educational leader of the setting and report on his/her role in relation to other educators in supporting and guiding the curriculum. Make some concluding statements about the children's participation in the educational program and the potential of the curriculum approach to enhance children's learning.

On successful completion you will be able to:

- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- 4. Engage in a research project showing understanding of links between theory and

practice

Delivery and Resources

ECED831 is delivered as in External Mode.

The unit content, delivered via unit readings and assignment tasks is supported by:

- Individual consultations with the unit conveners
- A voluntary on-campus session on Monday 22nd September 2014

Unit Web-page

There is a website for this unit. Access to this unit is available online through iLearn (ilearn.mq.edu.au). You will need to login using your Macquarie ID. This site is an essential unit resource. **You are required to check this website at least twice per week** for any announcements. In addition, it has the following features and functions:

- Study resources: including links to required readings
- Assignment details: detailed guidelines for each assessment task
- Assignment submission links: All assignments are submitted via the unit webpage through the turnitin facility
- Dialogue: for private messages to peers and teaching staff.
- Discussion pages: for conversation with peers about unit content

On-Campus Session.

A Voluntary On-Campus day is provided on **Monday 22nd September**.

The purpose of the on-campus day is to provide deeper discussion and reflection on the unit content. The day will include a focus on content relating to Assignments 2 & 3. Students are encouraged to bring their work in progress or initial thinking to discuss with the Unit Coordinator. Students must register to attend the on-campus session via the iLearn page.

Student workload and allocation of time

ECED 831 is worth four credit points and you would usually be expected to allocate about 12 hours a week in study for a four credit point unit over 15 weeks. This would be a total of 180 hours over the semester.

Unit Schedule

ECED831 is offered over 15 Weeks. This includes 13 weeks of content - including on-line lectures and seminars, required readings and study tasks. Two weeks of independent study is allocated to enable intensive work on your major assessment tasks.

Study Outline

Date	Topic	Required Readings
Week 1	Introduction to the Unit.	Wilks et al (2008) ilearn
4 Aug	Defining pedagogy and curriculum in the EC Context. Sandra Cheeseman	File et al (2012) Chapter 2. ilearn
Week 2	What is pedagogy? The role of the teacher in early childhood curriculum	Fleet et al (2011) ilearn
11 Aug	Luke Touhill	Sylva et al (2010) ilearn
Week 3	Historical Overview - Theories of EC	Follari (2011) Part 1 and Part 2 ilearn
18 Aug	Luke Touhill	
Week 4	Theories of ECE since the Industrial Revolution	Mooney (2000) Chapter 2 & 4 ilearn
25 Aug	Luke Touhill	
Week 5	Contributions to EC pedagogies. Constructivism and Developmentalism	Goffin & Wilson (2001) Lib Reserve
1 Sept	Luke Touhill	
Week 6	Contributions to EC pedagogies Socio-cultural and post-structuralist influences	Wood (2008) Chapter 5 Lib Reserve Olsson (2009) Chapter 2 ilearn
8 Sept	Sandra Cheeseman	
Week 7	International models and approaches to EC curriculum	Sellers (2013) ilearn
15 Sept	Sandra Cheeseman	EIU (2013) Report ilearn
Sept 22- Oct 3	Study Weeks	
Week 8	Case study: The inspiration of Reggio Emilia	Giamminuti (2014) Chapter 2 Lib Reserve
6 Oct	Sandra Cheeseman	Felstiner et al (2006) ilearn
Week 9	Case study: The Australian context and the EYLF	Griesharber (2010) Lib Reserve
13 Oct	Luke Touhill	Fleer (2013) Chapter 6 ilearn

Week 10	Contemporary Influences on EC curriculum and pedagogy	Kreig (2011) Lib Reserve
Oct 20	Luke Touhill	Tayler et al (2013) Lib Reserve Connor (2013) ilearn
Week 11	The case for infant/toddler curriculum	Degotardi et al (2014) ilearn
27 Oct	Sandra Cheeseman	Page et al (2013) ilearn File (2012) Chapter 9 ilearn
Week 12	The role of the educational leader	Kreig et al (2014) Lib Reserve
	Sandra Cheeseman	

Policies and Procedures

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

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

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

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- 1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- 2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- 4. Engage in a research project showing understanding of links between theory and practice

Assessment tasks

- Literature review.
- Curriculum Analysis Report
- Case Study Report

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
4. Engage in a research project showing understanding of links between theory and practice

Assessment tasks

- Literature review.
- Curriculum Analysis Report
- Case Study Report

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings

- 2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- 4. Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Literature review.
- Curriculum Analysis Report
- Case Study Report

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- 1. Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- 2. Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- 4. Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Literature review.
- Curriculum Analysis Report
- Case Study Report

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to

national and global issues

This graduate capability is supported by:

Learning outcomes

- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- 4. Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Curriculum Analysis Report
- Case Study Report

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- 3. Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- 4. Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Curriculum Analysis Report
- Case Study Report