ECED822

Issues in Early Childhood Policy and Pedagogy

S2 External 2015

Institute of Early Childhood

Contents

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General Information

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iLearn Support
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Credit points
4

Prerequisites
[Admission to MTeach(Birth to Five Years) and 16cps in ECED units at 600 level and 12cps in ECED units at 800 level] or [admission to MEChild or MEdLead in Early Childhood or PGDipEChild or PGCertEChild or MEd or PGDipEdS or MIndigenousEd or PGDipIndigenousEd or PGCertIndigenousEd or MSpecEd or PGDipSpecEd or PGCertSpEd]

Corequisites

Co-badged status

Unit description
This unit explores current issues and debates affecting pedagogy, practice, politics and policy in early childhood education. Students will explore a range of responses to state, national and international influences on the provision of nurturant educational services in the early childhood years. We will consider individual approaches to teaching practice as well as policy development in the delivery of various services used by young children and their families. This will include the investigation of approaches to reconceptualising early childhood pedagogy as well as the achievements of major government initiatives directed at education and care settings and the wellbeing of young children and their families.

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. refine their professional understandings and skills in early childhood pedagogy and policy;

2. examine current issues and analyse alternative perspectives;

3. critique relevant literature;

4. establish a personal position regarding emerging trends in the early childhood arena.

General Assessment Information

For full details about each assignment, please read instructions on the Unit Study Guide.

<u>**Grades**</u>

In this unit, ALL assignments will be allocated a letter grade at the time of returning them. The numerical marks allocated to each assignment is maintained in a spreadsheet and used for moderation purposes by the teaching team. In considering students overall performance in the unit, these numerical marks may be scaled up or down at the time of finalizing the overall grades at the end of the semester.

The final grade a student receives signifies their overall performance in meeting the learning outcomes for the unit. The number assigned to a grade (Standard Numerical Grade or SNG) reflects the extent to which student attainment matches the grade descriptors.

Your raw mark for the unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Results may be scaled to ensure there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results. The process of scaling does not change the order of marks among students. A student who receives a higher raw score mark than another will also receive a higher final scaled mark.

Assessment Tasks

Name	Weighting	Due
Assignment 1A	20%	see iLearn
Assignment 1B	20%	see iLearn
Assignment 2	40%	see iLearn
Assignment 1C	20%	see iLearn

Assignment 1A

Due: **see iLearn**

Weighting: **20%**

Details provided in the Unit Study Guide.

On successful completion you will be able to:
- 1. refine their professional understandings and skills in early childhood pedagogy and policy;
- 3. critique relevant literature;

Assignment 1B

Due: **see iLearn**
Weighting: **20%**

Details provided in the Unit Study Guide.

On successful completion you will be able to:
- 1. refine their professional understandings and skills in early childhood pedagogy and policy;
- 3. critique relevant literature;

Assignment 2

Due: **see iLearn**
Weighting: **40%**

Details provided in the Unit Study Guide.

On successful completion you will be able to:
- 1. refine their professional understandings and skills in early childhood pedagogy and policy;
- 3. critique relevant literature;

Assignment 1C

Due: **see iLearn**
Weighting: **20%**

Details provided in the Unit Study Guide.

On successful completion you will be able to:
- 1. refine their professional understandings and skills in early childhood pedagogy and policy;
- 2. examine current issues and analyse alternative perspectives;

- 3. critique relevant literature;

- 4. establish a personal position regarding emerging trends in the early childhood arena.

Delivery and Resources

IEC Relevant Documents

The information in this *Unit Guide* must be read in conjunction with the following documents available for download from iLearn:

- *IEC Academic Honesty Handbook*
- *Unit Study Guide*

IEC Electronic Communication

During semester time, staff may contact students using the following ways:

- *Dialogue* function on iLearn
- Official *MQ Student Email* Address

It is the student's responsibility to check all electronic communication on a regular weekly basis.

IEC Unit Expectations

In order to be eligible for a passing grade,

- Students must meet the following attendance requirements:
  - Internal Students: Attend at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- All assessment tasks must be submitted for marking in order to complete this unit.

Withdrawing from this PG Unit*

If you are considering withdrawing from this unit, please seek academic advice by writing to pg.educ_iec@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

IEC Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.

- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through turnitin in .doc or .pdf format for submission.
- It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.
- Faculty assignment cover sheets are NOT required for this unit.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and retain the copy until your final grade for the subject has been received;
- Marks will be deducted if you submit your assessment late (refer to the 'late assessments' section below for more details);
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- If an assessment is considered to be below passing standard, another staff member on the unit will provide a second opinion. No failed assessment may be re-submitted.

Late Assessments:

A deduction of 5% of the total possible mark allocated for that assessment would be made for each day or part day that assessment is late, weekends counting as two days. For example, if an assessment 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:

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assessment due date. Reasons for the extension need to be documented through the Disruption to Studies form accessible through ask.mq.edu.au under "Disruption" and supported (e.g., a Professional Authority Form must be used in the case of illness). Note that:

- Students MUST speak with the unit coordinator **prior to submitting their request through https://ask.mq.edu.au**

- Extensions will only be granted in receipt of the completed form submitted through ask.mq.edu.au plus documentation.
- Emails are not appropriate means of extension requests.
- It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension.
- In the case of computer malfunction, a draft of your assignment may be requested. Please ensure that you print out a draft regularly, so that it is available for submission on request.
- Extensions are usually not granted on the due date.

IEC Academic Honesty Guidelines:

All assignments should cite and provide full bibliographical details of all material that you have used to inform or support your ideas. At the Institute of Early Childhood, students are required to use the American Psychological Association (APA) referencing procedures. Full details about how to cite and reference correctly can be found in **Perrin (2015)** and in the **IEC Academic Honesty Handbook**.

The following guide can be purchased from the Co-op Bookshop. This is a required text:

Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning.

Required Textbooks

These texts can be purchased from the Co-op Bookshop on campus or http://www.coop.com.au

Fleet, A., Patterson, C., & Robertson, J. (Eds.). (2012). *Conversations: Behind early childhood pedagogical documentation*. Sydney: Pademelon Press.

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2012). *Leadership: Contexts and complexities in early childhood education*. VIC: Oxford University Press.

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/

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 ask.mq.edu.au.

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 - 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 outcome

- 4. establish a personal position regarding emerging trends in the early childhood arena.

Assessment task

- Assignment 2

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. refine their professional understandings and skills in early childhood pedagogy and policy;
- 2. examine current issues and analyse alternative perspectives;
- 3. critique relevant literature;
- 4. establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

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. refine their professional understandings and skills in early childhood pedagogy and policy;
- 2. examine current issues and analyse alternative perspectives;
- 3. critique relevant literature;
- 4. establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

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 outcome

- 4. establish a personal position regarding emerging trends in the early childhood arena.

Assessment task

- Assignment 2

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. refine their professional understandings and skills in early childhood pedagogy and policy;
- 2. examine current issues and analyse alternative perspectives;
- 3. critique relevant literature;

- 4. establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

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

- 1. refine their professional understandings and skills in early childhood pedagogy and policy;
- 2. examine current issues and analyse alternative perspectives;
- 3. critique relevant literature;
- 4. establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C