



ECED600

Early Childhood Philosophy and Pedagogy

S1 Day 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Unit Coordinator

Doranna Wong

[via iLearn dialogue](#)

Contact via +61 2 9850 9892

Building X5B, Level 2, Room 265

Lecturer & Tutor

Wendy Shepherd

Mia Mia Child & Family Study Centre

Lecturer

Sheila Degotardi

Building X5B, Level 2, Room 274

Credit points

4

Prerequisites

Admission to MTeach(Birth to Five Years) or GradCertEChild

Corequisites

Co-badged status

Unit description

This unit introduces students to the philosophical and pedagogical approaches to the field of early childhood education. Students explore the multifaceted role of an early childhood teacher through consideration of major approaches to early childhood education and participation in eight half-day field visits to an early childhood setting catering for children from birth to five years. The unit provides students with the opportunity to develop a critical understanding of i) current philosophical and theoretical approaches to early childhood education; ii) the centrality of play, social interaction and relationships as a basis for early childhood curriculum; and iii) their own identity as early childhood educators. Overall, it aims to provide students with a crucial framework for developing professional teaching practice and for their future studies in early childhood.

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. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
4. A theoretical and self-reflective understanding of intentional teaching strategies.
5. A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1A</u>	20%	See iLearn
<u>Assessment 2</u>	40%	See iLearn
<u>Assessment 1B</u>	40%	See iLearn

Assessment 1A

Due: **See iLearn**

Weighting: **20%**

Online Reflection Journal - Entry 1 & 2

See Assessments, Readings & Study Guide for details

On successful completion you will be able to:

- 1. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.

Assessment 2

Due: **See iLearn**

Weighting: **40%**

Documenting & Understanding Children's Play & Inquiry

See Assessments, Readings & Study Guide for details

On successful completion you will be able to:

- 2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- 3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.

Assessment 1B

Due: **See iLearn**

Weighting: **40%**

Documenting & Understanding Children's Play & Inquiry

See Assessments, Readings & Study Guide for details

On successful completion you will be able to:

- 1. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- 4. A theoretical and self-reflective understanding of intentional teaching strategies.
- 5. A willingness to actively and theoretically contribute towards their own and others' development and learning.

Delivery and Resources

Resources

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

- Assessments, Readings & Study Guide
- Professional Field Visits Guide
- IEC Professional Experience Handbook 2015 Excerpts

Unit Expectations

1. Workshops will be held on **four Fridays** from **9am - 4pm** in **Building X5B, Level 0, Room 041**

- 27 Feb, 20 Mar, 24 Apr & 29 May
- Attendance at all workshops are compulsory
- Punctuality is expected. Consistent lateness will jeopardise a passing grade.

2. Students are required to complete **eight half-day (4 hour) professional field visits** to an early childhood service for children aged 0-5 years.
3. Students are required to contribute to all online and workshop tasks
 - Students are expected to read the relevant weekly prescribed and non-prescribed readings before completing tasks and attending workshops
 - Students are expected to listen to the relevant weekly iLectures before completing tasks and attending workshops.
4. All assessment tasks must be submitted

**** Please Note:**

If you are considering withdrawing from this unit, please seek academic advice by writing to iec@mq.edu.au before doing so as this unit is a prerequisite for three units in semester 2 and may result in an addition of 12 months to your program.

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

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- 4. A theoretical and self-reflective understanding of intentional teaching strategies.

- 5. A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment tasks

- Assessment 1A
- Assessment 1B

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- 2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- 3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
- 4. A theoretical and self-reflective understanding of intentional teaching strategies.
- 5. A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment tasks

- Assessment 1A
- Assessment 2
- Assessment 1B

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- 2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- 3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
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- 5. A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment tasks

- Assessment 1A
- Assessment 2
- Assessment 1B

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- 1. An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- 2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- 3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
- 4. A theoretical and self-reflective understanding of intentional teaching strategies.
- 5. A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment tasks

- Assessment 2
- Assessment 1B

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- 3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.

Assessment task

- Assessment 2

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 2. The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- 3. An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.

Assessment task

- Assessment 2