



ECST110

Early Childhood Studies I

S2 External 2015

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor/Lecturer

Luke Touhill

[via ilearn email](#)

X5B 358

by appointment

On-campus Tutor

Kelly Bittner

[via ilearn email](#)

X5B 261

by appointment

Credit points

3

Prerequisites

Admission to BTeach(0-5) or BTeach(ECS)

Corequisites

Co-badged status

Unit description

This unit introduces students to the theoretical and philosophical trends underpinning early childhood pedagogy. Students will explore the historical origins of early childhood curriculum and examine the principles and practices that influence contemporary approaches to teaching and learning with young children. Students will be introduced to philosophical principles including equity, diversity, ethics and critical thinking. In addition they will examine issues of professional judgment and curriculum decision making. This unit will set the foundations for further studies in ECST220 and ECST330.

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:

Identify key characteristics of effective early childhood teachers

Understand and appreciate yourself as a learner and as an early childhood professional

Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework

Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework

Demonstrate increased skills of investigation and the ability to synthesise ideas

Use library resources and information technology to enhance learning

Use effective written communication skills

General Assessment Information

Extensions must be requested *before* an assignment's due date. Extensions will only be granted if there are extenuating circumstances and they are supported by appropriate documentation i.e., a completed Professional Authority form as per the University's Disruptions Policy.

You should first contact the unit convenor to discuss your request. If the unit convenor gives approval for an extension, you then need to formally request an extension, and provide relevant supporting documentation, through ask.mq.edu.au. An extension will only be granted following receipt of this completed, formal request.

Unless there are exceptional circumstances late assessments will not be accepted once marks have been determined and assessments returned to students. Assessments cannot be resubmitted.

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 a 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.

The University has a *Disruption to Studies* policy (http://students.mq.edu.au/student_admin/exams/disruption_to_studies/). This policy applies in cases where students experience serious and unavoidable disruption from completing any unit requirements in accordance with their ability. According to the policy, a disruption is regarded as **serious and unavoidable** if it:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or completion of required work; and
- occurred during an event critical study period and was at least three (3) consecutive days duration, and / or

- prevented completion of a final examination.

Students who experience a serious and unavoidable disruption must submit a Disruption to Studies Notification through www.ask.mq.edu.au within five (5) working days of the commencement of the disruption. This notification must include supporting documentation, as per the University's [Disruption to Studies: Supporting Evidence Schedule](#). Please note that where the particular circumstances pertaining to the disruption are medical in nature, a completed *Professional Authority Form* is required to be submitted with the Disruption to Studies Notification. Medical certificates will not be accepted as supporting documentation. The Schedule of Disruption to Studies outcomes will be applied as appropriate on a case by case basis (http://www.mq.edu.au/policy/docs/disruption_studies/schedule_outcomes.html)

Grading of assessments

Assessment work completed in this unit will be awarded a grade according to the Macquarie University grading policy: (<http://www.mq.edu.au/policy/docs/grading/policy.htm>):

HD: (high distinction = 85 – 100%) denotes work of exceptional quality as demonstrated by deep and critical understanding of the unit content, original and insightful analysis, and wide-ranging use of relevant literature.

D: (distinction = 75 – 84%) denotes work of superior quality as demonstrated by a high level of analytical thinking, logical argument, a demonstrated extensive knowledge of the topic, and broad use of relevant literature.

C: (credit = 65 – 74%) denotes work that is of good quality, displays evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes, demonstrated ability to organise the assignment effectively and sustain critical and analytical thinking in reference to relevant literature.

P: (pass = 50 - 64%) denotes work of satisfactory quality that demonstrates fundamental understanding of the topic, and demonstrated ability to adequately organise the assignment and express ideas clearly and coherently in relation to assigned readings.

F: (Fail = 0 – 49%) denotes that the student has failed to complete the requirements of the assignment. There is missing or partial or superficial or faulty understanding and application of fundamental concepts; missing, undeveloped, inappropriate or confusing argumentation; and incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Assessments considered to be below the standard required for a pass will be checked by a second marker. Failing assignments that are the result of deductions for lateness or loss of marks for referencing, presentation, or plagiarism will not be checked.

Final Grades

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.

Academic Honesty

The University defines plagiarism in its rules: "Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties. Students must read the University's practices and procedures on plagiarism. These can be found in the *Handbook of Undergraduate Studies* or on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what plagiarism is, how to avoid it, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. **Penalties may include a deduction of marks, failure in the unit, and/or referral to the Faculty Discipline Committee.**

A new IEC *Academic Honesty Handbook* has been developed and is available via iLearn. This Handbook should be referred to in regard to specific expectations regarding academic honesty for this unit.

Assessment Tasks

Name	Weighting	Due
<u>Short Essay</u>	25%	midnight Sunday August 23
<u>Presentation and Newsletter</u>	40%	midnight Sunday Sept 27
<u>Reflective Writing</u>	35%	midnight Sunday Nov 8

Short Essay

Due: **midnight Sunday August 23**

Weighting: **25%**

Defining Early Childhood Education

Early childhood education represents a specific philosophical approach to working with young children that differs from many other educational approaches. Write a short essay explaining the

key features of early childhood education that make it distinctive.

Length: 1000 words

Marking criteria

- Shows an understanding of early childhood education as a distinct approach
- Identifies and discusses distinctive elements of early childhood educational philosophy
- Makes use of relevant references to support argument
- Uses correct APA style referencing
- Professional presentation and written expression

On successful completion you will be able to:

- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas
- Use library resources and information technology to enhance learning
- Use effective written communication skills

Presentation and Newsletter

Due: **midnight Sunday Sept 27**

Weighting: **40%**

Length: Presentation approx. 10 minutes; Newsletter 800 – 1000 words

Due: Presentation: during the on-campus session; Newsletter: midnight Sunday 27th September

This assignment includes a group presentation as well as an individual written component.

On the first day of the on-campus session you will form small groups (of 3 or 4) and will be allocated a teaching strategy from the text book. Imagine that you are working in a service and have been asked by your director to make a short 10 minute presentation to parents at the service's parent orientation night about this topic.

As a group develop a presentation that you will present to the rest of the class in week 9. Your presentation should explain what the teaching strategy is and why and how you would use it.

You are able to use whatever visual aids or props you wish but remember the presentation is only short and should be pitched at a parent audience who may not have any background knowledge of the subject.

All of your group are required to take an *active* role in the presentation although it is up to you to determine who will do exactly what. All of the group will receive the same mark (out of 20) for the

presentation.

The second part of the assignment is to write a short information sheet for parents that explains the content of your presentation in written form. Imagine that this is going to be attached to the next service newsletter. It should only be brief (800 – 1000 words) and should again be pitched at a parent audience. *This section of the assignment must be your own work – while the content will be similar to the other members of your group it must be written in your own words.*

Marking Criteria for Assignment 2

Presentation

20%

- Presentation provides a clear explanation of the relevant teaching strategy
- Tone of presentation is appropriate for target audience
- All group members participate in the presentation

Newsletter

20%

- Newsletter explains the relevant teaching strategy in clear, simple language
- Tone is appropriate to a parent audience
- Professional presentation and written expression
- APA referencing

On successful completion you will be able to:

- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas
- Use library resources and information technology to enhance learning
- Use effective written communication skills

Reflective Writing

Due: **midnight Sunday Nov 8**

Weighting: **35%**

Length: 1500 words

This assignment asks you reflect on your learning over the semester as to the qualities and skills that make a “good early childhood teacher”.

At the beginning of semester we will ask you to write a short 1-page outline of what you believe

are the qualities and skills that make a “good early childhood teacher”. This section of the assignment will not be marked, but you will need to use it in your final assignment.

At the conclusion of the semester we would like you to write a 1500 word piece of reflective writing outlining the skills and qualities that you believe make a “good early childhood teacher”. This writing should reflect on what you have learnt over the course of the semester, including references to relevant readings and course content. It should also contain some reflection on the response that you wrote at the beginning of the semester, highlighting how your ideas have changed or developed in the intervening time.

(NB: Chapter 7 of Grellier & Goerke (2010) provides guidelines for reflective writing)

The assignment is due at the end of semester to allow you time to incorporate information from the final lecture. While it is recommended you start thinking about this assignment prior to the end of semester, it is not recommended that you submit significantly earlier than the due date as it will be difficult to reflect fully on what you have learnt prior to the end of semester.

Marking Criteria for Assignment 3:

- Writing draws on and synthesises course content appropriately
- Thoughtful analysis of the qualities and skills required by early childhood teachers
- Writing is reflective and makes reference to initial written response
- Professional presentation and clear written expression
- APA referencing

On successful completion you will be able to:

- Identify key characteristics of effective early childhood teachers
- Understand and appreciate yourself as a learner and as an early childhood professional
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas
- Use library resources and information technology to enhance learning
- Use effective written communication skills

Delivery and Resources

ECST 110 is being offered as an **external unit only** for this session.

Lectures will be recorded weekly and available via ECHO.

There are **two compulsory on-campus days** for this unit: **Wednesday 16th and Thursday 17th September**

If you are unable to attend both of these days please contact Luke immediately to discuss whether you will be able to complete the unit.

Text Books

Required texts

Department of Education, Employment & Workplace Relations (2009). *Belonging, being and becoming: The early years learning framework for Australia*. Canberra: Commonwealth of Australia. (available to download on iLearn)

Department of Education, Employment & Workplace Relations (2012). *Living the Early Years Learning Framework everyday – Team meeting package*. Canberra: Commonwealth of Australia. (available to download on iLearn)

MacNaughton, G. & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice*. (3rd ed.). Sydney: Pearson Education.

Recommended text

Grellier, J. & Goerke, V. (2010). *Communication skills toolkit: Unlocking the secrets of tertiary success*. (2nd ed.). Victoria: Cengage Learning

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

Unit Schedule

Date	Lecture Topic	Content	Required Reading
Week 1 Monday 27 July	Introducing ECST 110	Overview of the unit and learning outcomes; brief overview of course content	Course Outline
Initial writing piece for Assignment 3 due midnight Sunday August 2nd			
Week 2 Monday 3 August	What is Early Childhood Education?	What are the key characteristics of early childhood education? What makes ECE distinctive? What are some of the historical and theoretical influences on ECE?	MacNaughton & Williams Introduction Colker (2008) (available on iLearn)

<p>Week 3 Monday 10 August</p>	<p>The Early Years Learning Framework – overview and key concepts</p>	<p>Overview of the EYLF and concepts of belonging, being & becoming; the nature of early childhood curriculum and pedagogy/teaching</p>	<p>DEEWR (2009) pp. 1-11</p> <p>DEEWR (2012a) Team meeting package - session 2 (Belonging, being and becoming)</p> <p>DEEWR (2012b) (available on iLearn)</p>
<p>Week 4 Monday 17 August</p>	<p>EYLF Principles</p>	<p>Examination of the 5 key principles contained in the EYLF – Relationships; Partnerships; High Expectations and Equity; Respect for Diversity; Reflective Practice</p>	<p>DEEWR (2009) pp. 12-13</p> <p>Stonehouse (2012) (available on iLearn)</p> <p>DEEWR (2012a) Team meeting package – session 5 & 8 (Relationships matter & High expectations)</p>
<p>Assignment 1 due midnight Sunday 23rd August</p>			
<p>Week 5 Monday August 24</p>	<p>EYLF Practices (part 1)</p>	<p>Holistic approaches, Learning through play & Learning environments</p>	<p>MacNaughton & Williams Chapters 1, 3 & 12</p> <p>DEEWR (2009) pp. 14-18</p> <p>Kennedy & Barblett (2010)</p>
<p>Week 6 Monday August 31</p>	<p>EYLF Practices (part 2)</p>	<p>Responsiveness to children & Intentional teaching</p>	<p>MacNaughton & Williams Chapters 4, 7 & 29</p> <p>DEEWR (2009) pp. 14-18</p>

<p>Week 7 Monday 7 Sept</p>	<p>EYLF Practices (part 3)</p>	<p>Cultural competence, Continuity of learning and transitions & Assessment for learning</p>	<p>MacNaughton & Williams Chapters 20 & 21 DEEWR (2009) pp. 14-18 Barnes (2012) Cheeseman (2012)</p>
<p>University Recess (Monday 13/9 – Friday 25/9)</p> <p>On-Campus Days Wednesday 16/9 and Thursday 17/9</p> <p>Assignment 2 (written component) due midnight Sunday 27/9</p>			
<p>Week 8 Monday Sept 28</p>	<p>EYLF Learning Outcomes</p>	<p>Overview of the 5 learning outcomes: identity, connection, wellbeing, confident and involved learners & effective communicators; consideration of how the outcomes can be used</p>	<p>DEEWR (2009) pp.19-44 DEEWR (2012a) Team meeting package – Session 1 Touhill (2012) (available on iLearn)</p>
<p>Week 9 Monday October 5</p>	<p>Curriculum Decision Making</p>	<p>How do early childhood educators make decisions about curriculum? Where does curriculum content come from and what is it important for young children to learn?</p>	<p>Jones & Nimmo (1994) (available on iLearn) Patterson & Fleet (2011) (available on iLearn)</p>

Week 10	No lectures or tutorials		
Week 11	No lectures or tutorials		
Week 12	No lectures or tutorials		
Week 13 Monday Nov 2	Putting it all together	Review of the semester's content with an emphasis on taking a holistic approach to the EYLF and its implementation	MacNaughton & Williams Chapter 31
<p>Assignment 3 due midnight Sunday 8th November</p>			

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

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas

Assessment task

- Presentation and Newsletter

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

- Identify key characteristics of effective early childhood teachers
- Understand and appreciate yourself as a learner and as an early childhood professional
- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework

Assessment tasks

- Presentation and Newsletter
- Reflective Writing

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Identify key characteristics of effective early childhood teachers

- Understand and appreciate yourself as a learner and as an early childhood professional
- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework

Assessment task

- Reflective Writing

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

- Identify key characteristics of effective early childhood teachers
- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework

Assessment tasks

- Short Essay
- Presentation and Newsletter
- Reflective Writing

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

- Understand and appreciate yourself as a learner and as an early childhood professional
- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Develop your understanding of curriculum decision making and change, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas
- Use library resources and information technology to enhance learning

Assessment tasks

- Short Essay
- Presentation and Newsletter
- Reflective Writing

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

- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas
- Use library resources and information technology to enhance learning

Assessment tasks

- Short Essay
- Presentation and Newsletter
- Reflective Writing

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

- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework
- Demonstrate increased skills of investigation and the ability to synthesise ideas
- Use effective written communication skills

Assessment tasks

- Short Essay
- Presentation and Newsletter
- Reflective Writing

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 outcome

- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Describe contemporary issues surrounding the Pedagogy of professional practice, with particular reference to the Early Years Learning Framework