ECHE120
History and Philosophy of Early Childhood
S1 Day 2015

Institute of Early Childhood

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General Information

Unit convenor and teaching staff
Lecturer
Rosemary Dunn
via ilearn
X5B 244

Maria Chatzigianni
maria.hatzigianni@mq.edu.au

Helen Little
helen.little@mq.edu.au

Credit points
3

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 our views of children and children’s learning. Students learn about social and political changes and their impact on curriculum and early childhood provisions in Australia today. Students recognise the importance of philosophy in early childhood education and care as they read research and engage with philosophical ideas.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

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

**General Assessment Information**

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.

**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.
- 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 if this option is made available in the unit.
- 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.
- Only 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.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>10%</td>
<td>See ilearn</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>15%</td>
<td>See ilearn</td>
</tr>
<tr>
<td>Assessment 3</td>
<td>35%</td>
<td>See ilearn</td>
</tr>
<tr>
<td>Assessment 4</td>
<td>40%</td>
<td>See ilearn</td>
</tr>
</tbody>
</table>

Referencing:
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 Referencing Guide on iLearn. All students will need to download this guide and use it as they prepare their assignment.

Highly recommended text

Assessment 1
Due: See ilearn
Weighting: 10%
See ilearn for details

This Assessment Task relates to the following Learning Outcomes:
• Demonstrate an understanding of the historical basis of early childhood philosophy
Unit guide  ECHE120 History and Philosophy of Early Childhood

- Discuss the theoretical influences underpinning early childhood pedagogies and practices

Assessment 2
Due: See ilearn
Weighting: 15%
See ilearn for details

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an understanding of the historical basis of early childhood philosophy

Assessment 3
Due: See ilearn
Weighting: 35%
See ilearn for details

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an understanding of the historical basis of early childhood philosophy
- Identify how history and philosophy have impacted Australian early childhood education
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment 4
Due: See ilearn
Weighting: 40%
See ilearn for details

This Assessment Task relates to the following Learning Outcomes:
- Demonstrate an understanding of the historical basis of early childhood philosophy
- Identify how history and philosophy have impacted Australian early childhood education
- Develop the skills of researching, writing, presenting and submitting academic work

Delivery and Resources
See ilearn for details

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


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 Enquiry Service**

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

**Equity 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.
Graduate Capabilities

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

- 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 tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

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

• Demonstrate an understanding of the historical basis of early childhood philosophy
• Develop the skills of researching, writing, presenting and submitting academic work

Assessment tasks

• Assessment 1
• Assessment 4

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

• Discuss the theoretical influences underpinning early childhood pedagogies and practices
• Identify how history and philosophy have impacted Australian early childhood education

Assessment tasks

• Assessment 2
• Assessment 3

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 outcome

• Discuss the theoretical influences underpinning early childhood pedagogies and practices

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**

- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Develop the skills of researching, writing, presenting and submitting academic work

**Assessment tasks**

- Assessment 2
- Assessment 4