



# ECHE120

## History and Philosophy of Early Childhood

S1 External 2016

*Institute of Early Childhood*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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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 <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- 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

## 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](https://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](https://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.

### 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*

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

## Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	15%	See ilearn
<u>Assessment 2</u>	10%	18/4/2016
<u>Assessment 3</u>	35%	29/5/2016
<u>Assessment 4</u>	40%	Exam period

### Assessment 1

Due: **See ilearn**

Weighting: **15%**

Students will choose one theory/theorist to present each week in a creative way. External students to present on the on campus day (11/4/2016). Details on how external students will choose their theorist can be found in the ilearn site.

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Develop the skills of researching, writing, presenting and submitting academic work

## Assessment 2

Due: **18/4/2016**

Weighting: **10%**

A short online quiz to revise weeks 1-6 (10 multiple choice questions - one attempt - quiz will be open on the 18th of April 6 pm to 8 pm).

See ilearn for details

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy

## Assessment 3

Due: **29/5/2016**

Weighting: **35%**

This assignment requires you to research and write about *one (or more)* of the early childhood theorists discussed in weeks 7 - 11.

See ilearn for details

On successful completion you will be able to:

- 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 4

Due: **Exam period**

Weighting: **40%**

Open book exam. Students to reply to four out of possible eight questions covering all of the unit content (lectures; readings; presentations; discussions).

See ilearn for details

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Identify how history and philosophy have impacted Australian early childhood education

## Delivery and Resources

**Lectures:** ECHE 120 involves one 1 hour lecture per week (on-line). The weekly lecture will be recorded and available every week via ECHO on the unit iLearn site.

**Internal Students:** Weekly face to face **tutorials** run on THURSDAY afternoons (starting the second week of the session, 10/4, see iLearn guide for details).

Thursday **2-4pm X5B039**

Thursday **4-6pm X5B132**

Thursday 11-1pm C5A222 (to be confirmed).

**External Students:** compulsory attendance for one on campus day (11/4/2016, 9.00am - 4.00pm).

## Unit Schedule

### STUDY SCHEDULE

#### WEEK 1 (3/3)

Topic: Introduction to the Unit – Expectations/assignments - Definitions – Overview

Relevant lecture in iLearn

#### NO FACE TO FACE TUTORIALS FOR THIS WEEK – ONLY ON LINE CONTENT/LECTURE

Students are expected to listen to the online lectures for this week and familiarise themselves with the iLearn site/the unit guide/the textbook/assessment tasks (**especially assignment 1**).

#### **Required readings**

Textbook: Chapter 1: **pp. 5 – 11**

Recommended readings ('**Top of the list' choice has five stars**)

- \*\*\*\*\*Ariès, P. (1962). *Centuries of childhood: A social history of family life*. Knopf (In the Library).
- Reese, W. J. (2001). The origins of progressive education. *History of Education Quarterly*, 41(1), 1-24.

**FIRST FACE TO FACE TUTORIAL - WEEK 2 (10/3):**

Topic: The Beginning of the philosophical and educational journey: Ancient Times

Relevant lecture in ilearn

**Required readings**

1. Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 1: Antiquity: pp. **3-24**

Recommended readings // Video links

- Stonehouse, P., Allison, P., & Carr, D. (2011). Aristotle, Plato, and Socrates: Ancient Greek perspectives on experiential learning\*. In *Sourcebook of experiential education: Key thinkers and their contributions* (pp. **18-25**). Retrieved from: [https://www.researchgate.net/profile/Pete\\_Allison/publication/236896596\\_ARISTOTLE\\_PLATO\\_AND\\_SOCRATES\\_ANCIENT\\_GREEK\\_PERSPECTIVES\\_ON\\_EXPERIENTIAL\\_LEARNING%2A/links/0046351a0dd0115974000000.pdf](https://www.researchgate.net/profile/Pete_Allison/publication/236896596_ARISTOTLE_PLATO_AND_SOCRATES_ANCIENT_GREEK_PERSPECTIVES_ON_EXPERIENTIAL_LEARNING%2A/links/0046351a0dd0115974000000.pdf)
- Hummel, C. (1993). Aristotle. *Prospects*, 23(1-2), 39-51.
- \*\*\*\*\*Video on Socrates' philosophy (focus on confidence): <https://youtu.be/UVA8jX9KQcE>

**WEEK 3 (17/3)**

Topic: Early Theoretical approaches: 18<sup>th</sup> – 19<sup>th</sup> Century

Relevant lectures (Rousseau; Pestalozzi) in ilearn

**Required readings**

- Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 2: John Lo >Bowers, F. B., & Gehring, T. (2004). Johann Heinrich Pestalozzi: 18th century Swiss educator and correctional reformer. *Journal of Correctional Education*, **306-319**.
- Plamenatz, J. (1972). Rousseau: The Education of Emile. *Journal of Philosophy of Education*, 6, 176-192.

**WEEK 4 (24/3)**

Topic: Early Theoretical approaches: Kindergarten Movement

Froebel lecture in ilearn

**Required readings**

1. Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 4: Froebel: **pp: 85 - 115**;
2. Brief overview of Froebel (in ilearn)

Recommended readings

- Manning, J. P. (2005). Rediscovering Froebel: A call to re-examine his life & gifts. *Early Childhood Education Journal*, 32(6), **371-376**.



**WEEK 5 (31/3)**

Topic: Developmental Theorists I: Maria Montessori

Montessori Lecture in ilearn

**Required readings**

1. Textbook, Chapter 2: Montessori: **pp. 23-25**

Recommended readings

- \*\*\*\*\*Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 6: Montessori: **pp. 143 - 167**.
- Money, C. G. (2005). *Theories of Childhood: an Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN: Redleaf Press. (Chapter 2 – Montessori)

**WEEK 6 (7/4)**

Topic: Theoretical Approaches: 20<sup>th</sup> Century

Dewey Lecture in ilearn

**Required readings**

- Textbook chapter 4: Behaviourism and Socio Behaviourism: **pp. 42-48**
- Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 8: Kilpatrick, **pp: 209-212** + Dewey: pp. **215-225**.

Recommended readings// Video links

- \*\*\*\*\*Video about Multiple Intelligences by H. Gardner: <https://youtu.be/oY2C4YgXm7I>
- Money, C. G. (2005 – book reference as above). Chapter 1: Dewey
- Gardner, H. (2011). *The unschooled mind: How children think and how schools should teach*. Basic books.

**MID SESSION BREAK 11/4 – 22/4**

YOU ARE STRONGLY ADVISED TO REVISE THEORIES FROM WEEK 2-6 AND PREPARE YOURSELVES FOR THE MOST SIGNIFICANT WEEKS: 7 – 8 – 9 – 10-11.

**ASSIGNMENT 2: ONLINE QUIZ (REVISION of WEEKS 2-6): 18/4/2016**

**WEEK 7 (28/4)**

Topic: Developmental Theorists II: Psychoanalysis: Freud/Erikson; Steiner

Steiner Lecture in ilearn

**Required readings**

1. Mooney, C. G. (2000) book (see reference above) **chapter 3**: Erikson
2. Bowlby/Erikson overview (in ilearn)
3. Textbook: Chapter 2 – Steiner (pp. **21-22**).
4. Brief overview of Steiner (in ilearn)
5. Steiner in practice (in ilearn)

Recommended readings // Video links

- \*\*\*\*\*Neill, A. S., & Lamb, A. (1995). *Summerhill School: A new view of childhood*. Macmillan.
- Steiner, R., & McDermott, R. (2009). *New Essential Steiner: An Introduction to Rudolf Steiner for the 21st Century*. Steiner Books.
- A short Biography of A.S. Neil can be located in: Nutbrown, C., & Clough, P. (2014). *Early childhood education: History, philosophy and experience* (2nd Ed.). London: Sage. Part II: pp: **51-52**
- A brief overview of Freud's work can be located in Nutbrown, C., & Clough, P. (2014). *Early childhood education: History, philosophy and experience* (2nd Ed.). London: Sage. Part II: pp: **39-41**.

**WEEK 8 (5/5)**

Topic: Recent theoretical approaches (20th century): Piaget/Vygotsky/Bruner

Gessel/Piaget/Bruner lecture in ilearn

**Required readings**

1. Textbook: chapter 2: pp. **15-20** (Piaget) + chapter 3: pp. **29-35** (Vygotsky/Bruner)
2. Brief overviews Piaget/Vygotsky (in ilearn)
3. Piaget /Vygotsky in practice (in ilearn)

Recommended readings

- \*\*\*\*\*Mooney Book (see reference above): Chapter 5: Vygotsky
- Donaldson, M. (1978). *Children's minds*. Glasgow: Fontana/Collins. (Critique on Piaget)

*(Although these are recommended readings – you are strongly encouraged to read as much as possible. These two names - Piaget and Vygotsky - will always 'follow' your teaching path!!!).*

### **WEEK 9 (12/5)**

Topic: Recent theoretical approaches (20th century): Bronfenbrenner/Malaguzzi/Rogoff

Malaguzzi Lecture in ilearn

#### **Required readings**

- Textbook chapter 3: pp. **36-43**
- Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching and learning*. Psychology Press. (in ilearn)
- Brief overview of Malaguzzi (in ilearn)

Recommended readings // Video links

- Millikan, J. (2003). *Reflections: Reggio Emilia principles within Australian contexts*. Pademelon Press Pty. Limited.
- Gowrie resource on Reggio Emilia
- Video with examples of practice from Reggio Emilia: <https://youtu.be/mQtLOu99BfE>

### **WEEK 10 (19/5)**

Topic: Recent theoretical approaches (20th century): Critical Theorists (Habermas/Freire)

Lecture: Brief Introduction to Critical theory/Freire and a video with Noam Chomsky and H. Gardner discussing Freire (Harvard University): <https://youtu.be/-SOW55BU7yg>

#### **Required readings**

1. Textbook chapter 5: pp. **11-13; 49-53**

Recommended readings

- \*\*\*\*Freire, P. (1970). *Pedagogy of the Oppressed*. (M. Bergman, Trans.). Middlessex: Penguin Books. (Original work published 1968).
- Freire, P. (1985). *The politics of Education: culture, power, and liberation*. (D. Macedo, Trans.). South Hadley, Mass: Bergin & Garvey.

### **WEEK 11 (26/5)**

Topic: Recent theoretical approaches (20th century): Postmodernism and Post-structuralism (Foucault/Bourdieu/Canella)

Relevant lecture in ilearn

#### **Required readings**

1. Textbook chapter 1, 6, 7: pp. **13-14; 55 – 62**. (Short reading this week to help you link the new theories with what you have already explored).

Recommended Readings

- \*\*\*\* Mac Naughton, G. (2003). *Shaping early childhood: Learners, curriculum and contexts*. Berkshire: Open University Press. (pp. 70-92; 182-212) (Book in the Library).

### **ASSIGNMENT 3: Researching and reflecting (800-1000 WORDS) – 29/5/2016**

### WEEK 12 (2/6)

Topic: Early years learning framework theories: revision – overviews- comparisons – curriculum for infants/toddlers

**NO FACE TO FACE TUTORIALS – ON LINE CONTENT ONLY:** Short introduction to the EYLF (short lecture) and Pikler lecture in ilearn

#### Required readings

1. Textbook, chapter 7, 8: **pp. 63-71**
2. The Early Years Learning Framework for Australia (2009, **pp. 5-18**) (access from: <https://docs.education.gov.au/node/2632> ). Focus more on the principles/practice that underpin the framework: pp. 11- 18 and try to link them to the theories you have learned in this unit.
3. The Early years Framework theories overview (in ilearn).

#### Recommended Readings

\*\*\*\*\*Gerber, M. (2005). RIE principles and practices. In S. Petrie & S. Owen (Eds.) *Authentic Relationships in Group Care for Infants and Toddlers-Resources for Infant Educators (RIE). Principles Into Practice*. London: Jessica Kingsley Publishers. Chapter 2: pp. 35 – 68.

- Spodek, B., & Saracho, O. N. (2003). "On the shoulders of giants": Exploring the traditions of early childhood education. *Early Childhood Education Journal*, 31(1), 3-10.

### WEEK 13 (9/6)

Topic: REVISION - Study week

**NO FACE TO FACE TUTORIALS /NO ONLINE LECTURES**

#### EXAMS

- Revise notes from your readings/tutorials/presentations/lectures etc
- Supplement your knowledge with additional readings
- Engage in the forum and pose questions or reply to posts.
- Organise your notes/construct concept maps – synthesise (you cannot take everything in the exams).

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public <http://www.mq.edu.a>

[u/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Develop the skills of researching, writing, presenting and submitting academic work

### Assessment task

- Assessment 1

### 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 outcome

- Demonstrate an understanding of the historical basis of early childhood philosophy

### Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 4

### 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 3
- 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

- 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

## 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

- 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 task

- Assessment 1

## 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:



## **Assessment task**

- Assessment 2

## **Changes from Previous Offering**

Readings have been changed and assignments slightly.