



ECED831

Pedagogical Approaches to Early Childhood Curriculum

S2 External 2016

Institute of Early Childhood

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General Information

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Credit points

4

Prerequisites

ECED822 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

ECED731

Unit description

Contemporary approaches to curriculum in early childhood education emphasise the importance of the teacher as a curriculum decision maker. This demands that early childhood teachers are conscious of their everyday practice, informed about curriculum content and knowledgeable about the ways that children learn. This unit examines the philosophical and theoretical foundations of contemporary approaches to curriculum and pedagogy beyond technicist approaches to teaching and learning. Students will engage in critical inquiry of intentional teaching and understandings of early childhood pedagogy and curriculum at an advanced level. They will participate in research-based projects to further examine pedagogies in practice.

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:

Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings

Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings

Demonstrate an understanding of how curriculum documents are enacted in early childhood settings

Engage in a research project showing understanding of links between theory and practice

General Assessment Information

Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Please type all assignments using 11 or 12-point font and 1.5 spacing.
- **Unless otherwise indicated assignments must be submitted by uploading through turnitin**
- Assignments must be submitted on or before the time and date specified. The same due date applies to students enrolled both internally and externally in the unit.

When preparing your assignments, it is essential that:

- Students must retain a copy of all assignments before submission, and until your final grade for the subject has been received; please save work in progress to avoid computer failure issues!
- Assignment marks will be deducted if you submit your assignment late without requesting an extension through ask@mq (refer to the 'late assignments' section below for more details);

- Unless there are exceptional circumstances, no assignment will be accepted after the date that the assignment has been returned to other students.
- If an assignment is considered to be below passing standard, it will be reviewed by another staff member on the unit; the agreed mark will be assigned. No failed assignment may be re-submitted.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- Late submissions due to last minute technical difficulties will incur a lateness penalty.
- **Late Assignments:**

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

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.)*. Stamford, CT: Cengage Learning.

- **Family and Children’s Records at IEC**

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the [Early Childhood Australia Code of Ethics \(2006\)](#) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the IEC Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentiality and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Assessment Tasks

Name	Weighting	Due
Reviewing the Literature	30%	September 5
Curriculum Analysis Responses	35%	Week 2 -Week 12

Name	Weighting	Due
<u>Case Study Report</u>	35%	November 7

Reviewing the Literature

Due: **September 5**

Weighting: **30%**

Investigate the historical origins of early childhood curriculum and how these ideas might be reflected in contemporary approaches to pedagogy and practice in working with young children.

On successful completion you will be able to:

- Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings

Curriculum Analysis Responses

Due: **Week 2 -Week 12**

Weighting: **35%**

On-line posting each week from weeks 2-12 (Does not include Recess).

Submit an analytic response or inspirational discussion starter based on the lectures and readings for weeks 2-12.

Contribute to the group discussion, responding with an analytic contribution to other students' postings during this period by extending, questioning or introducing alternative perspectives.

On successful completion you will be able to:

- Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings

Case Study Report

Due: **November 7**

Weighting: **35%**

Visit an early childhood setting and observe the curriculum approach/es utilised. Describe the approach/es and identify the key theoretical ideas that underpin the work of the educators. Document examples of your observations to demonstrate your understanding of the links between theory and practice. Interview the educational leader of the setting and report on his/her role in relation to other educators in supporting and guiding the curriculum. Make some concluding statements about the children's participation in the educational program and the potential of the curriculum approach to enhance children's learning.

On successful completion you will be able to:

- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage In a research project showing understanding of links between theory and practice

Delivery and Resources

ECED831 is delivered as in External Mode. The unit content, delivered via unit readings and assignment tasks is supported by:

- Individual consultations with the unit conveners
- A voluntary on-campus session on **Saturday 12th September**

Unit Web-page There is a website for this unit. Access to this unit is available online through iLearn (ilearn.mq.edu.au). You will need to login using your Macquarie ID. This site is an essential unit resource. You are required to check this website at least twice per week for any announcements. In addition, it has the following features and functions:

- Study resources: including links to required readings
- Assignment details: detailed guidelines for each assessment task
- Assignment submission links: All assignments are submitted via the unit webpage through the turnitin facility
- Dialogue: for private messages to peers and teaching staff.
- Discussion pages: for conversation with peers about unit content On-Campus Session.

A Voluntary On-Campus day is provided on Saturday 17th September. The purpose of the on-campus day is to provide deeper discussion and reflection on the unit content. The day will include a focus on content relating to Assignments 2 & 3. Students are encouraged to bring their work in progress or initial thinking to discuss with the Unit Coordinator. Students must register to attend the on-campus session via the iLearn page.

Student workload and allocation of time ECED 831 is worth four credit points and you would usually be expected to allocate about 12 hours a week in study for a four credit point unit over 15 weeks. This would be a total of 180 hours over the semester.

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 Readings, Assessments & Study Guides*

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 meet the unit outcomes and be eligible for a passing grade, students are advised to:
 - contribute to online and tutorials tasks
 - read weekly readings
 - listen to weekly lectures

All assessment tasks must be submitted to be eligible to pass the 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.

Unit Schedule

ECED831 is offered over 15 Weeks. This includes 13 weeks of content - including on-line lectures and seminars, required readings and study tasks. Two weeks of independent study is allocated to enable intensive work on your major assessment tasks.

Study Outline

Date	Topic	Required Readings
Week 1	Introduction to the Unit.	Wilks et al (2008) ilearn
Aug 1	Defining pedagogy and curriculum in the EC Context. Sandra Cheeseman	File et al (2012) Chapter 2. ilearn

Unit guide ECED831 Pedagogical Approaches to Early Childhood Curriculum

Week 2 Aug 8	What is pedagogy? The role of the teacher in early childhood curriculum Luke Touhill	Fleet et al (2011) ilearn Sylva et al (2010) ilearn
Week 3 Aug 15	Historical Overview - Theories of EC Luke Touhill	Follari (2011) Part 1 and Part 2 ilearn
Week 4 Aug 22	Theories of ECE since the Industrial Revolution Luke Touhill	Mooney (2000) Chapter 2 & 4 ilearn
Week 5 Aug 29	Contributions to EC pedagogies. Constructivism and Developmentalism Luke Touhill	Goffin & Wilson (2001) Lib Reserve
Week 6 Sept 5	Contributions to EC pedagogies Socio-cultural and post-structuralist influences Sandra Cheeseman	Wood (2008) Chapter 5 Lib Reserve Olsson (2009) Chapter 2 ilearn
Week 7 Sept 12	International models and approaches to EC curriculum Sandra Cheeseman	Sellers (2013) ilearn EIU (2013) Report ilearn
Sept 19-30 Study Weeks	Voluntary On-Campus Day Saturday 17th September	
Week 8 Oct 3	Case study: The inspiration of Reggio Emilia Sandra Cheeseman	Giamminuti (2014) Chapter 2 Lib Reserve Felstiner et al (2006) ilearn
Week 9 Oct 10	Case study: The Australian context and the EYLF Luke Touhill	Griesharber (2010) Lib Reserve Fleer (2013) Chapter 6 ilearn
Week 10 Oct 17	Contemporary Influences on EC curriculum and pedagogy Luke Touhill	Kreig (2011) Lib Reserve Tayler et al (2013) Lib Reserve
Week 11 Oct 24	The case for infant/toddler curriculum Sandra Cheeseman	Degotardi et al (2014) ilearn Page et al (2013) ilearn File (2012) Chapter 9 ilearn
Week 12 Oct 31	The role of the educational leader Sandra Cheeseman	Kreig et al (2014) Lib Reserve

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

New Assessment Policy in effect from Session 2 2016 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/

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.au/policy/docs/complaint_management/procedure.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://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

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 outcomes

- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Curriculum Analysis Responses
- Case Study Report

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

- Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage in a research project showing understanding of links between theory and practice

Assessment tasks

- Reviewing the Literature
- Curriculum Analysis Responses
- Case Study Report

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

- Explain the origins of curriculum and how this has impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage in a research project showing understanding of links between theory and practice

Assessment tasks

- Reviewing the Literature
- Curriculum Analysis Responses
- Case Study Report

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 outcomes

- Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Reviewing the Literature
- Curriculum Analysis Responses
- Case Study Report

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

- Explain the origins of curriculum and how this has Impacted on contemporary curriculum perspectives in early childhood settings
- Analyse a range of international early childhood curriculum documents against contemporary understandings of learning and teaching in early childhood settings
- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Reviewing the Literature
- Curriculum Analysis Responses
- Case Study Report

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

- Demonstrate an understanding of how curriculum documents are enacted in early childhood settings
- Engage In a research project showing understanding of links between theory and practice

Assessment tasks

- Curriculum Analysis Responses
- Case Study Report