ECHE220

Early Childhood Pedagogy and Curriculum

S2 External 2016

Institute of Early Childhood

Contents

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General Information

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Credit points
3

Prerequisites
ECHP122

Corequisites

Co-badged status

Unit description
This unit introduces students to the theoretical and philosophical trends underpinning early childhood pedagogy. Students 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.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

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

1. Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.
2. Identify key characteristics of early childhood teachers and contexts
3. Understand and appreciate self as an early childhood professional, and as a learner
4. Describe contemporary issues surrounding the pedagogy of professional practice
5. Articulate an understanding of curriculum decision making and change
6. Demonstrate increased skills of investigation and the ability to synthesise ideas

7. Use library resources and information technology to enhance learning

General Assessment Information

More detail on each of the assessment tasks can be found in the separate "Assessment Guide" on the unit iLearn site

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.

* It is the onus of the student to ensure that all assessments are successfully submitted through turnitin.

* 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.

* Generally, 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.

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 may incur a lateness penalty.

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.

* 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.

IEC 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:

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

Assessment Tasks

Name	Weighting	Due
Explaining the EYLF	30%	Part A: Wk 4 Part B: Wks 5 & 6
Essay	40%	Week 9
Documentation and Planning	30%	Week 12

Explaining the EYLF

Due: **Part A: Wk 4 Part B: Wks 5 & 6**
Weighting: **30%**

Part A: Parent Newsletter

Write a short information sheet for families that explains one area of the EYLF (could be a Principle, Practice or Learning Outcome). Your information sheet should be brief (800 – 1000 words) and suitable for inclusion in a parent newsletter.

This part of the assignment is an individual task and is worth 20 marks.

Part B: Group Presentation

In groups of 3 or 4 students give a presentation explaining one aspect of the EYLF. Imagine that you work in an early childhood setting and have been asked to present to a parent orientation evening about this topic. The presentation should only last for 10 minutes and all group members should actively participate (NB: external students will make their presentations at the on-campus days)

The group presentation is worth 10 marks.

On successful completion you will be able to:
- 2. Identify key characteristics of early childhood teachers and contexts
- 3. Understand and appreciate self as an early childhood professional, and as a learner
- 4. Describe contemporary issues surrounding the pedagogy of professional practice
- 5. Articulate an understanding of curriculum decision making and change

Essay

Due: **Week 9**
Weighting: **40%**

In this assignment you will use the unit content and your own understandings to analyse "what makes a good early childhood teacher". In essay format discuss the characteristics that research, theory and the EYLF suggest make a "good" early childhood teacher and why these are important.

On successful completion you will be able to:
- 1. Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.
- 2. Identify key characteristics of early childhood teachers and contexts
- 3. Understand and appreciate self as an early childhood professional, and as a learner
- 4. Describe contemporary issues surrounding the pedagogy of professional practice
- 5. Articulate an understanding of curriculum decision making and change
- 6. Demonstrate increased skills of investigation and the ability to synthesise ideas
- 7. Use library resources and information technology to enhance learning

Documentation and Planning

Due: **Week 12**
Weighting: **30%**

Electronic and on-line reporting formats for planning and documenting children's learning are becoming increasingly popular. In this assignment you will critically analyse one such program in terms of how well it supports the documentation of and planning for children's learning. Write a report that summarises the strengths and weaknesses of the program and make suggestions for how it could be used within an early childhood setting to effectively document children's learning and experiences.

On successful completion you will be able to:
- 4. Describe contemporary issues surrounding the pedagogy of professional practice
- 5. Articulate an understanding of curriculum decision making and change
- 6. Demonstrate increased skills of investigation and the ability to synthesise ideas
- 7. Use library resources and information technology to enhance learning

Delivery and Resources

Lectures: weeks 1- 9 and week 13. **Tuesdays 9-10am C5C T1**

Weekly tutorials: weeks 1-9 and week 13.

On campus dates: Friday and Saturday, September 23rd and 24th

Unit Text Books

The following texts are required for this unit:

Cheeseman, S. & Fenech, M. (2012). *The Early Years Learning Framework: Essential reading for the National Quality Standard.* Canberra: Early Childhood Australia.

Department of Education, Employment and Workplace Relations. (2010). *Educators' guide to the early years learning framework.* Retrieved from *http://docs.education.gov.au/system/files/doc/ other/educators_guide_to_the_early_yea rs_learning_framework_for_australia.pdf*

Department of Education, Employment & Workplace Relations. (2009). *Belonging, being & becoming. The Early Years Learning Framework for Australia.* Canberra, ACT: Commonwealth of Australia. Retrieved from http://docs.education.gov.au/system/files/doc/other/ belonging_being_and_becoming_t he_early_years_learning_framework_for_australia.pdf

Australian Children's Education and Care Quality Authority. (2011). *Guide to the National Quality Standards.* Retrieved from http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf

It is also expected that you will use the following referencing guide in preparing written assignments:

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

Required Readings:

In addition to readings from the textbook there are also other required readings each week. These are listed in the detailed unit schedule and are available on iLearn.

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
- ECHE 220 Assessment Guide
- ECHE 220 Unit Schedule and Reading Guide

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 eligible for a passing grade, students must meet the following attendance requirements:

- Internal Students: Participate in at least 80% of all tutorials – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade
- External Students: Participate in all on-campus sessions – punctuality is expected.
- Students are required to contribute to all online and tutorials tasks
- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials
- All assessment tasks must be submitted

Withdrawing from this UG Unit:

 If you are considering withdrawing from this unit, please seek academic advice by writing to iec@mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Unit Schedule

The unit is broken into four modules, each of which consider key aspects of early childhood education, curriculum and pedagogy. A more detailed unit schedule, with weekly topics and readings will be available on iLearn.

Module 1:	Key Ideas in Early Childhood Education • Brief overview of historical background to early childhood education and key ideas underpinning contemporary thinking • Introduction to the NQF and EYLF • Defining pedagogy and curriculum

Module 2:	The Early Years Learning Framework • Unpacking the Principles, Practices and Learning Outcomes • How they work together throughout curriculum pedagogy • Examining sustainability practices in early childhood settings
Module 3:	Early Childhood Curriculum and pedagogy • Considering the elements of curriculum design (including interactions, experiences, environments, routines) • Unpacking pedagogy (including relationships, contexts, theoretical perspectives)
Module 4:	Documenting, planning and assessing within the NQF • Explanation of key legislation and other documents (including the Law, Regulations, NQS and EYLF) • Planning for learning, tracking children's progress against the learning outcomes • Contemporary approaches to documentation and planning for learning

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

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

- 5. Articulate an understanding of curriculum decision making and change
- 7. Use library resources and information technology to enhance learning

Assessment tasks

- Explaining the EYLF
- Essay
- Documentation and Planning

Capable of Professional and Personal Judgement and Initiative

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

This graduate capability is supported by:

Learning outcomes

- 1. Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.
- 3. Understand and appreciate self as an early childhood professional, and as a learner
- 5. Articulate an understanding of curriculum decision making and change

Assessment tasks

- Explaining the EYLF
- Essay
- Documentation and Planning

Discipline Specific Knowledge and Skills

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

This graduate capability is supported by:

Learning outcomes

- 1. Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.
- 2. Identify key characteristics of early childhood teachers and contexts
- 3. Understand and appreciate self as an early childhood professional, and as a learner

- 4. Describe contemporary issues surrounding the pedagogy of professional practice
- 5. Articulate an understanding of curriculum decision making and change

Assessment tasks

- Explaining the EYLF
- Essay
- Documentation and Planning

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

- 2. Identify key characteristics of early childhood teachers and contexts
- 4. Describe contemporary issues surrounding the pedagogy of professional practice
- 6. Demonstrate increased skills of investigation and the ability to synthesise ideas

Assessment tasks

- Explaining the EYLF
- Essay
- Documentation and Planning

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

- 5. Articulate an understanding of curriculum decision making and change
- 6. Demonstrate increased skills of investigation and the ability to synthesise ideas
- 7. Use library resources and information technology to enhance learning

Assessment tasks

- Explaining the EYLF
- Essay
- Documentation and Planning

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 outcome

- 6. Demonstrate increased skills of investigation and the ability to synthesise ideas

Assessment tasks

- Essay
- Documentation and Planning

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

- 1. Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.

Assessment task

- Essay

Changes from Previous Offering

This is the first time that the unit has been offered.