



ECST330

Early Childhood Studies III

S1 External 2017

Institute of Early Childhood

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General Information

Unit convenor and teaching staff

Kelly Johnston

kelly.bittner@mq.edu.au

Credit points

3

Prerequisites

Admission to BTeach(ECS) or BTeach(0-5) and 39cp at 100 level or above

Corequisites

Co-badged status

Unit description

This unit builds on understandings gained in ECST110 and ECST220. It focuses attention on pedagogical approaches to teaching and learning with children aged two to five years including the transition to school. The unit introduces students to research about preschool education and the range of settings that cater to children in this age group. Students will engage in a critical analysis of planning approaches, teaching strategies and assessment techniques that are recommended for preschoolers. They will examine strategies for assessment and reporting that involves children, families and teachers and develop plans for children's successful transition to full-time school.

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. Critically examine research relating to children aged three to five years and their learning
2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
3. Identify how to create positive learning environments in all service types
4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
5. Draw on current documents that guide and support early learning in Australian contexts

to effectively document, assess and extend children's learning and development.

General Assessment Information

Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

* Please notify the unit coordinator of your intention to request an extension (via Dialogue in iLearn), however, an extension will only be granted on 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

Name	Weighting	Hurdle	Due
<u>Online posting and response</u>	30%	No	Weeks 3, 9, 13
<u>Early learning environments</u>	40%	No	02/05/2017
<u>Professional Challenges</u>	30%	No	29/05/2017

Online posting and response

Due: **Weeks 3, 9, 13**

Weighting: **30%**

Assessment 1- Online posting and response- Critical Reflection

On successful completion you will be able to:

- 1. Critically examine research relating to children aged three to five years and their learning
- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types

Early learning environments

Due: **02/05/2017**

Weighting: **40%**

Part A: Group presentation at the on campus session (20%)

Part B: 1000-1200 word paper explaining your early learning environment (20%)

On successful completion you will be able to:

- 1. Critically examine research relating to children aged three to five years and their learning
- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice

Professional Challenges

Due: **29/05/2017**

Weighting: **30%**

Essay: Professional Challenges

On successful completion you will be able to:

- 1. Critically examine research relating to children aged three to five years and their learning
- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory

- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- 5. Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children's learning and development.

Delivery and Resources

Online lectures, discussion and compulsory in campus sessions

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_2016.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 (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

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

- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice

Assessment tasks

- Early learning environments
- Professional Challenges

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. Critically examine research relating to children aged three to five years and their learning
- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- 5. Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children's learning and development.

Assessment tasks

- Online posting and response
- Early learning environments
- Professional Challenges

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

- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- 5. Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children's learning and development.

Assessment tasks

- Online posting and response

- Early learning environments
- Professional Challenges

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. Critically examine research relating to children aged three to five years and their learning
- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
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Assessment tasks

- Online posting and response
- Early learning environments
- Professional Challenges

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

- 1. Critically examine research relating to children aged three to five years and their learning

- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
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Assessment tasks

- Online posting and response
- Early learning environments
- Professional Challenges

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

- 1. Critically examine research relating to children aged three to five years and their learning
- 2. Identify the inherent strengths and weaknesses of the range of settings catering for pre-schoolers based on your knowledge of curriculum and theory
- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- 5. Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children's learning and development.

Assessment tasks

- Early learning environments
- Professional Challenges

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

- 3. Identify how to create positive learning environments in all service types

Assessment tasks

- Online posting and response
- Early learning environments

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 outcomes

- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- 5. Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children's learning and development.

Assessment tasks

- Online posting and response
- Professional Challenges

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 outcomes

- 2. Identify the inherent strengths and weaknesses of the range of settings catering for

pre-schoolers based on your knowledge of curriculum and theory

- 3. Identify how to create positive learning environments in all service types
- 4. Identify attitudes and approaches that can either inhibit or enhance learning in relation to equity and socially just practice
- 5. Draw on current documents that guide and support early learning in Australian contexts to effectively document, assess and extend children's learning and development.

Assessment task

- Early learning environments