ECED822

Issues in Early Childhood Policy and Pedagogy

S2 Evening 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
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Credit points
4

Prerequisites
[Admission to MTeach(Birth to Five Years) and ECED600 and ECED601 and ECED602 and ECED603 and ECED820 and ECED823 and ECED824 and ECED826 and ECED827] or [admission to MEChild or MEdL or MEd or MIndigenousEd or MSpecEd or PGCertSpEd]

Corequisites

Co-badged status

Unit description
This unit explores current issues and debates affecting pedagogy, practice, politics and policy in early childhood education. Students will explore a range of responses to state, national and international influences on the provision of nurturant educational services in the early childhood years. We will consider individual approaches to teaching practice as well as policy development in the delivery of various services used by young children and their families. This will include the investigation of approaches to reconceptualising early childhood pedagogy as well as the achievements of major government initiatives directed at education and care settings and the wellbeing of young children and their families.

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:

Refine their professional understandings and skills in early childhood pedagogy and policy.

Examine current issues and analyse alternative perspectives.

Critique relevant literature.

Establish a personal position regarding emerging trends in the early childhood arena.

General Assessment Information

Your work in ECED/X822 will be assessed in 2 ways. Full details about each assignment are provided in the *Study Guide.*

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;

- 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.

- Any assignment initially graded as either a FAIL or a HIGH DISTINCTION, will be double marked by another member of the teaching team before finalization.

When <u>submitting</u> your assignments for marking, please follow these guidelines:

- 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.

- Ensure all assignments are successfully submitted through turnitin.

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.

<u>Final submissions</u>, please note:

- Please check your assignment very carefully before you submit it for marking to ensure all components of the assignment have been completed.

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time

- Do not contact unit staff asking them to check your submission.

- Late submissions due to last minute technical difficulty may incur a lateness penalty.

- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission.

Extensions and Late Penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. *Extensions can only be granted if they meet the Disruption to 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: https://students.mq.edu.au/study/my-study-program/special-consideration/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.

Results:

An announcement will be made in iLearn when your Grades and feedback comments are available.

If you have evidence that your assignment has been incorrectly assessed against the grade descriptors you can request a remark. To request a remark, contact the Unit Convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the marking criteria for the task. Evidence from your assignment must be provided to support your judgments.

Please note:

- The outcome of a remark may be a higher/lower or unchanged. Grades are standards referenced and effort is NOT a criterion.

Disruption to Studies

The University recognises that students may experience events or conditions that adversely affect their academic performance. The Disruption to Studies policy applies only to serious and unavoidable matters.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1A	20%	No	28 August
Assignment 1B	20%	No	29 September

Name	Weighting	Hurdle	Due
Assignment 2	40%	No	1 November
Assignment 1C	20%	No	7 November

Assignment 1A

Due: **28 August**
Weighting: **20%**

Full details are provided in the Study Guide.

On successful completion you will be able to:

- Refine their professional understandings and skills in early childhood pedagogy and policy.
- Examine current issues and analyse alternative perspectives.
- Critique relevant literature.

Assignment 1B

Due: **29 September**
Weighting: **20%**

Full details are provided in the Study Guide.

On successful completion you will be able to:

- Refine their professional understandings and skills in early childhood pedagogy and policy.
- Examine current issues and analyse alternative perspectives.
- Critique relevant literature.

Assignment 2

Due: **1 November**
Weighting: **40%**

Full details are provided in the Study Guide.

On successful completion you will be able to:

- Refine their professional understandings and skills in early childhood pedagogy and policy.
- Examine current issues and analyse alternative perspectives.
- Critique relevant literature.

• Establish a personal position regarding emerging trends in the early childhood arena.

Assignment 1C

Due: **7 November**
Weighting: **20%**

Full details are provided in the Study Guide.

On successful completion you will be able to:

• Refine their professional understandings and skills in early childhood pedagogy and policy.

• Examine current issues and analyse alternative perspectives.

• Critique relevant literature.

Delivery and Resources

Before commencing ECED/X822, please read this *Unit Outline* in conjunction with the *Study Guide* for this unit. The *Unit Outline* provides essential basic unit information and the *Study Guide* contains the full details about the unit including information about the Unit Schedule. It is your responsibility to ensure that you can understand all requirements, including attendance and workload requirements, and assessment requirements.

During the semester, 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.

Unit Expectations

To be eligible for a passing grade in this Unit,

• Internal Students are expected to attend at least 80% of all classes – punctuality is expected. Consistent lateness or absence will jeopardise a passing grade

• Students are required to contribute to face-to-face and online discussion as appropriate

• Students are expected to read weekly readings before completing tasks and attending weekly classes

• Students are expected to listen to recorded lectures before completing tasks and/or attending classes as appropriate

• All assessment tasks must be submitted for marking in order to complete this unit.

<u>Withdrawing from this PG Unit*</u>

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.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.

TEACHING METHODS:

Lectures are typically pre-recorded and students are expected to listen to these before coming to class on **Mondays at 6-8pm, and held in X5B 039**. Class time is used to unpack lecture content through discussion of key aspects by asking questions and addressing any specific issues/ concerns students may have as well as sharing points of interest.

Internal students: Before attending weekly classes in Monday evenings, students are expected to:

- read the set readings for each topic
- attend/listen to weekly lectures before completing blog tasks
- complete online activities as required

OUA and External students: **Th**ere is n**o compulsory on-campus class** for this unit. You are however welcome to attend the informal on-campus class scheduled on **Saturday 16 September from 10am to 1pm**. Please indicate your RSVP on the iLearn site. Depending on the number of students attending the venue details will be announced closer to the date. Typically, students in previous years have always enjoyed this opportunity meet and network with peers face-to-face.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. **We are sympathetic that students often have significant family and employment related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.**

Web presence:

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/

Weekly access to *iLearn* is **compulsory** for all students**.** Important assessment information will be posted here, as will other relevant unit notices and materials.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk: phone - 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

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

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

- Refine their professional understandings and skills in early childhood pedagogy and policy.
- Examine current issues and analyse alternative perspectives.
- Establish a personal position regarding emerging trends in the early childhood arena.

Assessment task

- Assignment 2

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

- Refine their professional understandings and skills in early childhood pedagogy and

policy.

- Examine current issues and analyse alternative perspectives.
- Critique relevant literature.
- Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

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

- Refine their professional understandings and skills in early childhood pedagogy and

  policy.
- Examine current issues and analyse alternative perspectives.
- Critique relevant literature.
- Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

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

- Refine their professional understandings and skills in early childhood pedagogy and policy.
- Examine current issues and analyse alternative perspectives.
- Critique relevant literature.
- Establish a personal position regarding emerging trends in the early childhood arena.

Assessment task

- Assignment 2

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

- Refine their professional understandings and skills in early childhood pedagogy and policy.
- Examine current issues and analyse alternative perspectives.
- Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A
- Assignment 1B
- Assignment 2
- Assignment 1C

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

- Refine their professional understandings and skills in early childhood pedagogy and

policy.

- Examine current issues and analyse alternative perspectives.

- Critique relevant literature.

- Establish a personal position regarding emerging trends in the early childhood arena.

Assessment tasks

- Assignment 1A

- Assignment 1B

- Assignment 2

- Assignment 1C