



ECED831

Pedagogical Approaches to Early Childhood Curriculum

S2 External 2017

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

Luke Touhill

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Contact via ilearn dialogue

X5B 123

by appointment

Lecturer

Sandra Cheeseman

Credit points

4

Prerequisites

ECED822 or (admission to MEChild or MEd or PGDipEdS or MIndigenousEd or MSpecEd 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

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission,
- 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.

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 responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students will be able to use Turnitin's Originality Report as a learning tool to improve their academic writing. Turnitin will be opened for submission in advance of the due date for Assignments 1 and 3. Students will be able to access their originality reports and resubmit if they wish prior to the due date. Please note that originality reports can take up to 24hrs to generate.

Final Submissions

- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.
- **Do not contact staff asking them to check your submission.**
- Late submissions due to last minute technical difficulties may incur a lateness penalty.
- Your assignment will be marked based on what is received – any omissions will not be accepted after your submission. Please check very carefully.

Extensions and Disruption to Studies

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.

Disruption to Studies

The following link takes you to the **Disruption to Studies** policy, which makes clear the ways in which you can apply for special consideration in times of difficulty.

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

Appealing an assignment grade (requesting a re-mark)

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a remark. To request a re-mark, you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

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

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Reviewing the Literature</u>	30%	No	September 3
<u>Curriculum Analysis Responses</u>	35%	No	Week 2 -Week 12
<u>Case Study Report</u>	35%	No	November 12

Reviewing the Literature

Due: **September 3**

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 12**

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

- Individual consultations with the unit convener (if required)
- A voluntary on-campus session on **Saturday 16th 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 teaching staff.
- Discussion pages: for conversation with peers about unit content On-Campus Session.

A Voluntary On-Campus day is provided on Saturday 16th 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 will be asked to register in advance via iLearn to attend the on-campus session.

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.

Unit Expectations

- Students are listen to all of the unit lectures and read the relevant readings for each lecture
- All assessment tasks must be submitted.
- In order to receive a passing grade in this unit, you need to meet the following criteria:
 - Receive an adequate **total mark** for the unit (i.e. your combined marks for all assessment tasks).
 - Have made a serious attempt at passing all pieces of work in order to pass the unit.
 - In order to receive a grade of *Pass*, your **total** mark must be at least 50/100.
 - Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit coordinator.

Electronic Communication

During semester time, communication between staff and students use the following ways:

- *Dialogue* function on iLearn
- Other iLearn communication functions
- Official *MQ Student Email Address*

It is the student's responsibility to check all electronic communication on a regular weekly basis.

Withdrawing from this PG Unit

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.

Unit Schedule

Unit guide ECED831 Pedagogical Approaches to Early Childhood Curriculum

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 July 31	Introduction to the Unit. Defining pedagogy and curriculum in the EC Context. Luke Touhill	Wilks et al (2008) ilearn File et al (2012) Chapter 2. ilearn
Week 2 Aug 7	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 14	Historical Overview - Theories of EC Luke Touhill	Follari (2011) Part 1 and Part 2 ilearn
Week 4 Aug 21	Theories of ECE since the Industrial Revolution Luke Touhill	Mooney (2000) Chapter 2 & 4 ilearn
Week 5 Aug 28	Contributions to EC pedagogies. Constructivism and Developmentalism Luke Touhill	Goffin & Wilson (2001) Lib Reserve
Sunday 3rd September Assignment One Due		
Week 6 Sept 4	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 11	International models and approaches to EC curriculum Sandra Cheeseman	Sellers (2013) ilearn EIU (2013) Report ilearn
Voluntary On-Campus Day Saturday 16th September		
Week 8 Sept 18	Case study: The inspiration of Reggio Emilia Sandra Cheeseman	Giamminuti (2014) Chapter 2 Lib Reserve Felstiner et al (2006) ilearn
Sept 23- Oct 8	Session 2 Recess	

Week 9	Case Study: The Australian Context and the EYLF	Griesharber (2010) Lib Reserve
Oct 9	Luke Touhill	Fleer (2013) iLearn
Week 10	Contemporary Influences on EC curriculum and pedagogy	Kreig (2011) Lib Reserve
Oct 16	Luke Touhill	Taylor et al (2013) Lib Reserve
Week 11	The case for infant/toddler curriculum	Degotardi et al (2014) ilearn
Oct 23	Sandra Cheeseman	Page et al (2013) ilearn File (2012) Chapter 9 ilearn
Week 12	The role of the educational leader	Kreig et al (2014) Lib Reserve
Oct 30	Sandra Cheeseman	
	Sunday 12th November Assignment 3 due	

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

- 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