ECHE120

History and Philosophy of Early Childhood

S1 External 2018

Department of Educational Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
Convenor
Maria Hatzigianni
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Contact via ilearn dialogue
29 WALLY'S WALK (X5B) 239

Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
The unit provides a foundational overview of the theoretical perspectives that have contributed to the history and philosophy of early childhood education. It examines philosophies, theories and theorists over time that have helped shape our views of children and children's learning. Students learn about social and political changes and their impact on curriculum and early childhood provisions in Australia today. Students recognise the importance of philosophy in early childhood education and care as they read research and engage with philosophical ideas.

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:

Demonstrate an understanding of the historical basis of early childhood philosophy

Discuss the theoretical influences underpinning early childhood pedagogies and practices

Identify how history and philosophy have impacted Australian early childhood education

Develop the skills of researching, writing, presenting and submitting academic work

General Assessment Information

Department of Educational Studies (EC) 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 will incur a lateness penalty.*

Assignment extensions and late penalties

The New Special Consideration Policy

The Disruption to Studies (DTS) process has been replaced by a new Special Consideration policy which took effect from Session 3 (4th December 2017).

 See:

https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable.

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

Department of Educational Studies (EC) 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. 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 **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.

Units with Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information. DATES/TIMES OF ONLINE QUIZ CANNOT CHANGE. QUIZZES CANNOT REOPEN - NO EXTENSION CAN BE GRANTED FOR THIS TASK.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 1	15%	No	See ilearn (various dates)
Assessment 2	10%	No	1/5/2018
Assessment 3	35%	No	3/6/2018
Assessment 4	40%	No	Exam period

Assessment 1

Due: **See ilearn (various dates)**
Weighting: **15%**

Students will choose one theory/theorist to present (20-30 min.) each week in a creative way.

Students will work in pairs for this presentation and they are welcome to use a variety of media/ways to deliver their presentation.

More specific instructions will be available through the iLearn unit outline. Students will also be able to consult with the convenor before their presentation.

On successful completion you will be able to:
- Demonstrate an understanding of the historical basis of early childhood philosophy

- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment 2

Due: **1/5/2018**
Weighting: **10%**

A short online quiz to revise weeks 2-6 (10 multiple choice questions - one attempt - quiz will be open on FRIDAY the **1st of May (from 6 pm to 8 pm). Date/time of this assignment cannot vary or change. Extensions cannot be provided. Please make necessary arrangements early on to be available on this day to take the quiz (internet connection is required).**

See iLearn for more details

On successful completion you will be able to:
- Demonstrate an understanding of the historical basis of early childhood philosophy

Assessment 3

Due: **3/6/2018**
Weighting: **35%**

This assignment requires you to research and write about *one (or more)* of the early childhood theorists discussed in weeks 7 - 11 (800-1000 words). Submitted via Turnitin. You will need the compulsory readings and at least two more academic readings on your chosen theorist. The assignment will need to follow the APA referencing system.

The ilearn outline will have more details on more specific questions you will need to cover for this assignment.

On successful completion you will be able to:
- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Identify how history and philosophy have impacted Australian early childhood education
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment 4

Due: **Exam period**
Weighting: **40%**

Open book exam. Students to reply **to four out of possible eight questions** covering the unit content (lectures; readings; presentations; discussions; activities etc). Please note that you will

be able to have your textbook and some notes with you during the exams. However, this type of exams demand your critical thinking and synthesising skills (not memorization). Deep understanding of the revised theories would be vital for passing the exams. This can be achieved via your weekly engagement with the readings/lectures and tutorial activities - working systematically throughout the session and not just before the exams.

See ilearn for more details.

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Identify how history and philosophy have impacted Australian early childhood education

Delivery and Resources

Required text

- Nolan, A. & Raban, B. (2015*). Theories into practice*. Albert Park, Victoria: Teaching Solutions.

- Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning. [for all units]

You are required to purchase your own copy of the text/s (University's Co-op bookshop: Level One, The Hub C10A; Ph: 8986 4000; www.coop-com.au).

Readings from the required text will be used to support lecture and tutorial content and will be discussed at the on-campus sessions. You are also encouraged to buy the referencing guide.

ON CAMPUS DAYS: Tuesday 17/4 and Saturday 26/5.

Recommended texts

Grellier, J. & Goerke, V. (2010). *Communication skills toolkit: Unlocking the secrets of tertiary success.* (2nd Ed.). South Melbourne: Thomson.

Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge.

Money, C. G. (2005). *Theories of Childhood: an Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN: Redleaf Press.

PLEASE NOTE, that for successfully completing this unit it is highly recommended not only to attend tutorials but also engage in conversations and activities in class and online.

Unit Schedule

STUDY SCHEDULE – TUTORIAL DAY: FRIDAY

ROOM: 140 (29 Wally's Walk or X5B building)

REQUIRED TEXTBOOK:

1) Nolan, A. & Raban, B. (2015*). Theories into practice*. Albert Park, Victoria: Teaching Solutions.

2) Perrin, R. (2015). *Pocket guide to APA style* (5th ed.). Wadsworth: Cengage Learning. [YOU WILL BE ABLE TO USE THIS TEXT FOR ALL UNITS]

WEEK 1: FRIDAY 2/3

Topic:

a) Introduction to the Unit – Expectations/assignments. Choice of theorists.

b) The Beginning of the philosophical and educational journey: Ancient Times – lecture to be viewed during the tutorial together with activities.

Required readings

Unit outline

Textbook: Chapter 1**: pp. 5 – 11**

Recommended readings ('**Top of the list' choice has five asterisks)**

Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 1: Antiquity: pp. **3-24 [**in reserve readings]

WEEK 2 (9/3)

Topic Early Theoretical approaches 18th and 19th Century.

 Relevant lecture in iLearn

Required readings

Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Rousseau (pp. 50-53). [in reserve readings]

Recommended readings ('**Top of the list' choice has five asterisks)**

Plamenatz, J. (1972). Rousseau: The Education of Emile. *Journal of Philosophy of Education,* 6, 176-192.

WEEK 3 (16/3)

Topic: Early Theoretical approaches: Kindergarten Movement

Froebel lecture in ilearn

Required readings

1. Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 4: Froebel: **pp: 85 - 115;**

Recommended readings

 Bowers, F. B., & Gehring, T. (2004). Johann Heinrich Pestalozzi: 18th century Swiss educator and correctional reformer. *Journal of Correctional Education*, 306-319.

Manning, J. P. (2005). Rediscovering Froebel: A call to re-examine his life & gifts. *Early Childhood Education Journal*, *32*(6), 371-376.

WEEK 4 (23/3)

Topic: Developmental Theorists I: Maria Montessori

Montessori Lecture in ilearn

Required readings

Textbook, Chapter 2: Montessori: **pp. 23-25**

Recommended readings

*****Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter 6: Montessori: **pp. 143 - 167**.

Money, C. G. (2005). *Theories of Childhood: an Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN: Redleaf Press. (Chapter **2** – Montessori)

30/3 = EASTER FRIDAY – NO CLASSES

WEEK 5 (6/4)

Topic: Theoretical Approaches: 20th Century

Dewey Lecture in ilearn

Required readings

1) Textbook chapter 4: Behaviourism and Socio Behaviourism: **pp. 42-48**

2) Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter **8:** Dewey: pp. **215-225**.

Recommended readings// Video links

*****Video about Multiple Intelligences by H. Gardner: **https://youtu.be/oY2C4YgXm7I**

Money, C. G. (2005 – book reference as above). Chapter **1**: Dewey

Gardner, H. (2011). *The unschooled mind: How children think and how schools should teach*. Basic books.

WEEK 6 **(13/4)**

Topic: Developmental Theorists II: Psychodynamics: Freud/Erikson; Steiner

Relevant Lecture in iLearn

Required readings

1. Mooney, C. G. (2000) book (see reference above) **chapter 3:** Erikson
2. Textbook: Chapter 2 – Steiner (pp. **21-22**).

Recommended readings // Video links

*****Neill, A. S., & Lamb, A. (1995). *Summerhill School: A new view of childhood*. Macmillan.

Steiner, R., & McDermott, R. (2009). *New Essential Steiner: An Introduction to Rudolf Steiner for the 21st Century*. Steiner Books.

A short Biography of A.S. Neil can be located in: Nutbrown, C., & Clough, P. (2014). *Early childhood education: History, philosophy and experience* (2nd Ed.). London: Sage. Part II: pp: **51-52**

A brief overview of Freud's work can be located in Nutbrown, C., & Clough, P. (2014). *Early childhood education: History, philosophy and experience* (2nd Ed.). London: Sage. Part II: pp: **39-41**.

MID SESSION BREAK (16/4 – 27/4)

YOU ARE STRONGLY ADVISED TO REVISE THEORIES FROM WEEKS 2-6 AND PREPARE YOURSELVES FOR THE MOST SIGNIFICANT WEEKS: 7 – 8 – 9 – 10-11 - 12.

ASSIGNMENT 2: ONLINE QUIZ (REVISION of WEEKS 2, 3, 4, 5 and 6): 1/5/2018

WEEK 7 **(4/5)**

Topic: Recent theoretical approaches (20th century): Piaget/Vygotsky/Bruner

Gessel/Piaget/Bruner lecture in ilearn

Required readings

1. Textbook: chapter 2: pp. **15-20** (Piaget) + chapter 3: pp. **29-35** (Vygotsky/Bruner)

Recommended readings

*****Mooney Book (see reference above): Chapter 5: Vygotsky

Donaldson, M. (1978). *Children's minds*. Glasgow: Fontana/Collins. (Critique on Piaget)

(*Although these are recommended readings – you are strongly encouraged to read as much as possible. These two names - Piaget and Vygotsky - will always 'follow' your teaching path !!!).*

WEEK 8 **(11/5)**

Topic: Recent theoretical approaches (20th century): Bronfenbrenner/Malaguzzi/Rogoff

Malaguzzi Lecture in ilearn

Required readings

1) Textbook chapter 3: pp. **36-43**

2) Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching and learning*. Psychology Press (in ilearn)

Recommended readings // Video links

Video with examples of practice from Reggio Emilia: **https://youtu.be/mQtLOu99BfE**

WEEK 9 **(18/5)**

Topic: Recent theoretical approaches (20th century): Critical Theorists (Habermas/Freire)

Lecture: Brief Introduction to Critical theory/Freire and a video with Noam Chomsky and H. Gardner discussing Freire (Harvard University): **https://youtu.be/-SOw55BU7yg**

Required readings

Textbook chapter 5: pp. **11-13**; **49-53**

Recommended readings

 *****Freire, P. (1970). *Pedagogy of the Oppressed.* (M. Bergman, Trans.). Middlessex: Penguin Books. (Original work published 1968).

Freire, P. (1985). *The politics of Education: culture, power, and liberation.* (D. Macedo, Trans.). South Hadley, Mass: Bergin & Garvey.

WEEK 10 **(25/5)**

Topic: Recent theoretical approaches (20th century): Postmodernism and Post-structuralism (Foucault/Bourdieu/Canella)

Relevant lecture in ilearn

Required readings

Textbook chapter 1, 6, 7: pp. **13-14**; **55 – 62.** (Short reading this week to help you link the new theories with what you have already explored).

Recommended Readings

***** Mac Naughton, G. (2003). *Shaping early childhood: Learners, curriculum and contexts.* Berkshire: Open University Press. (pp. 70-92; 182-212) (Book in the Library).

Cannella, G. S. (2000). The scientific discourse of education: Predetermining the lives of others—Foucault, education, and children. *Contemporary Issues in Early Childhood*, *1*(1), 36-44.

WEEK 11 **(1/6)**

Topic: Early years learning framework theories: revision – overviews- comparisons – curriculum for infants/toddlers

Pikler lecture in ilearn

Required readings

1) Textbook, chapter 7, 8: **pp. 63-71**

2) Gerber, M. (2005).RIE principles and practices. In S. Petrie & S. Owen (Eds.) *Authentic Relationships in Group Care for Infants and Toddlers-Resources for Infant Educarers (RIE). Principles Into Practice.* London: Jessica Kingsley Publishers. Chapter 2: pp. 35 – 68.

3) The Early years Framework theories overview (in ilearn).

Recommended Readings

*****The Early Years Learning Framework for Australia (2009, **pp. 5-18**) (access from: **https://docs.education.gov.au/node/2632**). Focus more on the principles/practice that underpin the framework: pp. 11- 18 and try to link them to the theories you have learned in this unit.

Spodek, B., & Saracho, O. N. (2003). "On the shoulders of giants": Exploring the traditions of early childhood education. *Early Childhood Education Journal*, *31*(1), 3-10.

ASSIGNMENT 3: Researching and reflecting (800-1000 WORDS) – 3/6/2018

WEEK 12 **(8/6): NO FACE TO FACE TUTORIALS – REVISION AND PREPARATION FOR EXAMS**

<u>**EXAMS PERIOD STARTING ON THE 12TH OF JUNE –**</u>

<u>**(EXAM DATE FOR THIS UNIT IS NOT KNOWN YET)**</u>

- Revise notes from your readings/tutorials/presentations/lectures etc
- Supplement your knowledge with additional readings
- Engage in the forum and pose questions or reply to posts.
- Organise your notes/construct concept maps – synthesise (you cannot take everything in the exams).

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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://stu

dents.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

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment task

- Assessment 1

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 outcome

- Demonstrate an understanding of the historical basis of early childhood philosophy

Assessment tasks

- Assessment 2
- Assessment 3
- Assessment 4

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

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Identify how history and philosophy have impacted Australian early childhood education
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

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

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment tasks

- Assessment 1
- Assessment 3
- Assessment 4

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

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Identify how history and philosophy have impacted Australian early childhood education
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 3
- Assessment 4

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 outcomes

- Demonstrate an understanding of the historical basis of early childhood philosophy
- Discuss the theoretical influences underpinning early childhood pedagogies and practices
- Identify how history and philosophy have impacted Australian early childhood education
- Develop the skills of researching, writing, presenting and submitting academic work

Assessment task

- Assessment 1

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:

Assessment task

- Assessment 2

Changes from Previous Offering

Readings have been changed slightly and there is one more on campus day for externals.