ECED600

Early Childhood Philosophy and Pedagogy

S1 Day 2019

Department of Educational Studies

Contents

General Information 2

Learning Outcomes 3

General Assessment Information 3

Assessment Tasks 9

Delivery and Resources 11

Unit Schedule 14

Policies and Procedures 14

Graduate Capabilities 16

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Unit Convenor, Lecturer, Tutor
Rebecca Andrews
contact via iLearn dialogue only
Contact via contact via iLearn dialogue only
29 Wally's Walk Level 2 Room 269
By appointment

Lecturer and Tutor
Sheila Degotardi
contact via iLearn dialogue only
Contact via contact via iLearn dialogue only
29 Wally's Walk Level 3 Room 390
By appointment

Credit points
4

Prerequisites
Admission to MTeach(Birth to Five Years) or GradCertEChild

Corequisites

Co-badged status
ECHX600

Unit description
This unit introduces students to the philosophical and pedagogical approaches to the field of early childhood education. Students explore the multifaceted role of an early childhood teacher through consideration of major approaches to early childhood education and participation in eight half-day field visits to an early childhood setting catering for children from birth to five years. The unit provides students with the opportunity to develop a critical understanding of i) current philosophical and theoretical approaches to early childhood education; ii) the centrality of play, social interaction and relationships as a basis for early childhood curriculum; and iii) their own identity as early childhood educators. Overall, it aims to provide students with a crucial framework for developing professional teaching practice and for their future studies in early childhood.

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:

An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.

The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.

An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.

A theoretical and self-reflective understanding of intentional teaching strategies.

A willingness to actively and theoretically contribute towards their own and others' development and learning.

General Assessment Information

Online Reflection Journal Entries 1, 2, 3, and 4.

As part of developing students' understanding and awareness of current approaches to, and debates about early childhood curriculum and pedagogy, each student will maintain an Online Reflection Journal throughout the semester. The Online Reflection Journal is an open blog that is shared with other students enrolled in the unit. **Students are expected to update their own journal as well as respond to at least one other student's journal entry**. Students will contribute to their own and others' development and learning when they update their own and respond to others' Online Reflection Journal - dates for posting online are included below.

You will maintain a total of **four entries in your Online Reflection Journal** during the semester. You will **respond to at least two other journal entries**.

Assessment 1: Online Reflection Journal Entry 1 and 2

Two-Step Process for Entries One and Two

There is a two-step process involved when working with your Online Reflection Journal.

1. Complete Entry One early in Week One (before Wednesday February 27) and Entry Two by the end of Week Three (March 15)
2. For grading purposes, submit your entries through turnitin on the due dates indicated for Assessment 1.

Online Reflection Journal Entry 1

Word Length: 500 words

Before commencing on your readings or listening to lectures, write reflections on:

1. What do you think of when you see (approximately 350 words)

1. the phrase 'early childhood education' and
2. the word 'curriculum'?

Where do you think your personal understandings of these terms have come from?

1. List and briefly discuss what you believe to be the three most important characteristics of an early childhood teacher. Why do you believe that these characteristics are important? (approximately 150 words)

Reference to academic literature is not expected for this entry.

Online Reflection Journal Entry 2

Word Length: 700 words

After listening to the lectures and completing readings for Weeks 1 -3:

1. Revisit and critically reflect on your answers to Online Reflection Journal Entry 1. Clearly identify how your thinking and/or understanding has changed and what you believe caused this change. (approximately 450 words)
2. Finally, identify and briefly justify two issues or questions about early childhood curriculum or pedagogy that you would like to learn more about during this semester. (approximately 250 words).

Submission Assessment 1 to Turnitin on iLearn:

You will need to copy/paste journal entries 1 and 2 from your Online Reflection Journal into one Word document for uploading to turnitin. Remember to clearly indicate the journal entry number for each entry. See additional posting online guidelines on iLearn section 2.

Assessment 2: Online Reflection Journal Entry 3 and 4

As part of developing students' understanding and awareness of current approaches to, and debates about early childhood curriculum and pedagogy, each student will maintain an Online Reflection Journal throughout the semester. The Online Reflection Journal is an open blog that is shared with other students enrolled in the unit. **Students are expected to update their own journal as well as respond to at least one other student's journal entry**. Students will contribute to their own and others' development and learning when they update their own and respond to others' Online Reflection Journal. All entries are to be made progressively over the course of the semester in order to meet the requirements of the unit. The unit coordinator will overview the Online Reflection Journals each posting week to monitor the progress of each student during the semester.

You will maintain a total of **four entries in your Online Reflection Journal** during the semester.

You will **respond to at least two other journal entries**.

Three-Step Process

There is a three-step process involved when working with your Online Reflection Journal Entries Three and Four.

1. Complete Entry Three by April 5 and Entry 4 by May 3
2. Respond to someone's post for Entry 3 by April 8 and Entry 4 by May 6
3. For grading purposes, submit your entries through turnitin on the due dates indicated for Assessment 2.

Assessment 2 includes the online reflection journal entries 3 and 4 and the two response journal entries.

Submission to Turnitin on iLearn: You will need to copy/paste journal entries 3 and 4 from your Online Reflection Journal into one Word document for uploading to turnitin. Remember to clearly indicate the journal entry number for each entry.

Online Reflection Journal Entries 3 and 4

Word Length: no more than 600 words per entry

Journal Entry	Unit Content for Reflection from Weeks	Post Online by:	Respond Online by:
3	5 and/or 6	5 Apr	8 Apr
4	7 and/or 8	3 May	6 May

For entry 3, you may reflect on either the topic in week 5 or the topic in week 6 or a combination from both topics. For entry 4, you may reflect on either the topic in week 7 or the topic in week 8 or a combination from both topics.

From each journal entry, in your own words:

1. Identify and describe **two (2)** key ideas/concepts/discussions/issues from your unit readings that are of interest to you and you would like to think/read more about. (approximately 400 words)
2. Link **each** idea/concept/discussion/issue discussed in i) to something you have observed at your Professional Field Visit setting. (approximately 150 words)

Please respect the need for sensitivity and confidentiality and ensure you comply with privacy obligations. Your professional field visit site should not be identified and use only first names (or pseudonyms) for children, parents and staff if mentioned in your journal entry.

3. Take a screen shot of another student's reflection entry (not included in the word count). Copy and paste your response to that student that shows how your own understanding of that idea/concept/discussion/issue has developed/been reinforced. (approximately 100 words)

Base your reflections on relevant academic literature.

Assessment 3: Understanding and Promoting Children's Play & Inquiry

Word Length: 1800 words

Submission: Observation and Analysis Task should be recorded in .docx format (and saved as .pdf format – highly recommended) for uploading to turnitin.

In iLearn, we will provide you with videos of young children's play and/or inquiry. There are two videos in Younger Children Group and two videos in the Older Children Group. You are to select one video from each group.

Part 1. Observation and Analysis of the learning potential of children's play

You are required to write an observation of the young children's play and/or inquiry and interpret this in terms of the learning potential presented for the children in the video.

For each video, please analyse the learning potential with reference to two topics derived from the lectures and readings from weeks 5 - 10. You can choose one topic from the content of two different weeks, or two topics that are covered in one week. The choice is yours, however, you need to ensure that you cover four different topics in total.

Part 2: Enhancing Children's Learning

Choose ***one*** of these observations, and imagine that you are the teacher in this scenario. Identify and explain how you would use ***two*** different intentional teaching strategies to enhance children's play engagement and learning.

Note: *You must use relevant academic literature to support your discussion and analysis in Parts 1 and 2*

Assessment Presentation & Submission Guidelines

Submissions of Family and Children's Records

Some assessment tasks require students to submit records about families and about children and their learning. It is expected that the records submitted are original, authentic, adheres to the ethical practices of the Early Childhood Australia Code of Ethics (2016) and is the work of the student. Issues with the authenticity of such records will be investigated for possible forgery (see *Fabrication* in the Academic Honesty Handbook). Please note that submitted records can only be used once for assessment purposes.

Confidentiality

Students must respect the need for sensitivity and confidentially and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use only the first name (or pseudonyms) for children, families and staff. Do not record details that enable identification of the site, and of the adults or children.

Assessment Presentation and 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
- 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 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.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.
- 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.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. 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 of your script against the task criteria.** Evidence from your assignment must be provided to support your judgments.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

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

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Note: *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Asst 1 Reflection Journal	30%	No	Monday, March 25
Asst 2 Reflection Journal	30%	No	Monday, May 6
Asst 3 Chn's Play & Inquiry	40%	No	Monday, June 3

Asst 1 Reflection Journal

Due: **Monday, March 25**
Weighting: **30%**

Online Reflection Journal Entry 1

Online Reflection Journal Entry 2

You will need to copy/paste journal entries 1 and 2 from your Online Reflection Journal into one Word document for uploading to turnitin. Remember to clearly indicate the journal entry number for each entry. See General Assessment Information below for full details of this assessment.

On successful completion you will be able to:

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- A willingness to actively and theoretically contribute towards their own and others' development and learning.

Asst 2 Reflection Journal

Due: **Monday, May 6**
Weighting: **30%**

Online Reflection Journal Entry 3

Online Reflection Journal Entry 4

Responses to Other Student's Entires

You will need to copy/paste journal entries 3 and 4 from your Online Reflection Journal and your responses to two other students journal entries into one Word document for uploading to turnitin. Remember to clearly indicate the journal entry number for each entry. See General Assessment Information below for full details of this assessment.

On successful completion you will be able to:

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- A theoretical and self-reflective understanding of intentional teaching strategies.
- A willingness to actively and theoretically contribute towards their own and others' development and learning.

Asst 3 Chn's Play & Inquiry

Due: **Monday, June 3**
Weighting: **40%**

In iLearn, we will provide you with videos of young children's play and/or inquiry. There are two videos in Younger Children Group and two videos in the Older Children Group. You are to select one video from each group.

Part 1. Observation and Analysis of the learning potential of children's play

Part 2: Enhancing Children's Learning

See General Assessment Information below for full details of this assessment.

On successful completion you will be able to:

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
- A theoretical and self-reflective understanding of intentional teaching strategies.

Delivery and Resources

iLearn

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

During semester time, staff may contact students using the following ways:

- ***Dialogue*** function on iLearn
- Official ***MQ Student Email*** Address

It is the students responsibility to check all electronic communication on a regular weekly basis.

Resources

The information in this ***Unit Guide*** must be read in conjunction with the following documents that are available for download from iLearn:

- Unit Outline

- Professional Field Visits Guide

Unit Expectations

1. On-Campus Workshops **(MQ Domestic students only)** will be held on **four Fridays** from **9am - 4pm** in **Building X5B, Level 0, Room 041**

- 2 Mar, 30 Mar, 4 May & 1 Jun
- Punctuality and participation at all workshops is expected. Consistent lateness will jeopardise a passing grade.

2. Live Online Workshops **(MQ OUA students only)** will be held on:

- Wed, 14 Mar, 5-6pm AEDT
- Wed, 31 May, 5-6pm AEST
- Participation at both workshops is expected

3. Students are required to contribute to all online and workshop tasks

- Students are expected to read the relevant prescribed and non-prescribed readings before completing tasks and attending workshops
- Students are expected to listen to the relevant iLectures before completing tasks and attending workshops.

4.. All assessment tasks must be submitted.

Professional Field Visits Placement Expectations

- Students are required to complete eight (8) half-day (4 hour) professional field visits to an early childhood centre for children aged birth-5
- A Working with Children Check or State/Territory equivalent is required **by the end of Week 3** to be eligible for a placement. Students may need to withdraw from this unit if this has not been obtained in time.
- To be eligible to commence the professional field visits, students must have submitted all written assessment tasks and/or associated unit component requirements prior to the commencement of the professional field visits.
- Students may not be able to commence their placement until all alleged academic honesty breaches have been investigated and concluded.

****Withdrawing from this PG Unit**

If you are considering withdrawing from this unit, please seek academic advice by writing to des.pg@mq.edu.au before doing so as this unit is a prerequisite for three units in semester 2 and may result in an addition of 12 months to your program.

Required Textbooks

These texts can be purchased from: Co-op Bookshop on campus or http://www.coop.com.au

Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and planning in early childhood settings* (7th ed.). Victoria: Cengage Learning Australia Pty Limited.

Crowther, I. (2016). *Creating effective learning environments* (4th ed.). Ontario: Thomson

These texts can be downloaded from the links

Australian Government Department of Education Employment and Workplace Relations. (2009). *Belonging, being & becoming: The early years learning framework for Australia*. Australia: Commonwealth of Australia. Retrieved from

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Early Childhood Australia. (2016). *Early childhood Australia code of ethics*. Retrieved from

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COE-Brochure-2016.pdf

Required Readings

Required readings can be found on iLearn in the relevant week. Note that due to copyright readings available through the library (book chapters that are not text books) will be available for three weeks only so you need to download these in a timely manner. The readings will be available the week before the scheduled week and then removed the week after the scheduled week. e.g. Week 2 readings are accessible from Monday Week 1 and then removed Friday Week 3.

Structure

There are lectures and workshop tutorials in this unit. In the tutorial students will discuss issues and questions arising from the lectures and prescribed readings. They are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at all tutorials is expected. Attendance at on campus days for external students is also expected. There will be a supporting website for the unit providing additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: http://ilearn.mq.edu.au

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly program for the course with the accompanying readings/ preparation is available on the following pages or on the unit ILearn site.

Lectures

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

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 ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- **Internet access**: The i*Learn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting**: You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

Unit Schedule

See iLearn.

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 published on platform other than eStudent, (eg. iLearn, Coursera etc.) 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 or if you are a Global MBA student contact globalmba.support@mq.edu.au

Department Procedures

In addition, the following policies and procedures of the Department of Educational Studies are applicable in this unit.

Unit Expectations

- 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

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 convenor.

Fitness to practice requirements:

- Macquarie University operates under a 'Fitness to Practice' model as specified in the University's Academic Progression Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are able to demonstrate professional competence, acceptable professional behaviour, freedom from impairment, and compliance with program specific requirements needed for a student to practice properly and safely throughout their Practical, Clinical or Professional program or unit. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so. For more information https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/academic-progression

Twice Fail Rule for Professional Experience Units

General Coursework Rule 10(7) stipulates that if a student fails a required unit twice in an undergraduate professional program listed on Schedule 2, they may be permanently excluded from further enrolment in that program.

Students completing a double degree will be able to continue with their other degree program provided they meet the academic progression requirements of the Academic Progression Policy.

Students completing a single Education degree (such as the BEd) are advised to seek academic advice.

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

If you are a Global MBA student contact globalmba.support@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

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

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- A theoretical and self-reflective understanding of intentional teaching strategies.
- A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment tasks

- Asst 1 Reflection Journal
- Asst 2 Reflection Journal
- Asst 3 Chn's Play & Inquiry

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

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children's play and inquiry.
- A theoretical and self-reflective understanding of intentional teaching strategies.
- A willingness to actively and theoretically contribute towards their own and others' development and learning.

Assessment tasks

- Asst 1 Reflection Journal
- Asst 2 Reflection Journal
- Asst 3 Chn's Play & Inquiry

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

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.
- A theoretical and self-reflective understanding of intentional teaching strategies.
- A willingness to actively and theoretically contribute towards their own and others’ development and learning.

Assessment tasks

- Asst 1 Reflection Journal
- Asst 2 Reflection Journal
- Asst 3 Chn's Play & Inquiry

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

- An awareness of current approaches to, and debates about early childhood curriculum and pedagogy.
- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.
- A theoretical and self-reflective understanding of intentional teaching strategies.
- A willingness to actively and theoretically contribute towards their own and others’ development and learning.

Assessment tasks

- Asst 1 Reflection Journal
- Asst 2 Reflection Journal
- Asst 3 Chn's Play & Inquiry

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

- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.

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

- The ability to observe, document and interpret children's play/inquiry experiences in terms of what they reveal about, and their potential for facilitating children's learning and development.
- An ability to generate appropriate play and inquiry experiences for young children based on observations and interpretations of children’s play and inquiry.