



ECHE1200

History and Philosophy of Early Childhood

Session 1, Weekday attendance, North Ryde 2020

Macquarie School of Education

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

10

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 views about children and children's learning, curriculum development and the role of the teacher. The unit will enable students to recognise the importance of philosophy in early childhood education as they read research and engage with philosophical ideas. Students will also begin to develop a broad knowledge of curriculum approaches, including Froebel, Montessori, Steiner and Reggio Emilia that are implemented across Australia in contemporary early childhood settings.

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:

ULO1: Demonstrate an understanding of the historical basis of early childhood philosophy.

ULO2: Discuss the theoretical influences underpinning early childhood pedagogies and practices.

ULO3: Identify how history and philosophy have impacted Australian early childhood education.

ULO4: Develop the skills of researching, writing, presenting and submitting academic work.

Assessment Tasks

Coronavirus (COVID-19) Update

Assessment details are no longer provided here as a result of changes due to the Coronavirus (COVID-19) pandemic.

Students should consult [iLearn](#) for revised unit information.

[Find out more about the Coronavirus \(COVID-19\) and potential impacts on staff and students](#)

General Assessment Information

ASSESSMENT TASKS

There are three (3) assessment tasks in this subject. 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.

Assessment Task 1: Presentation / Debate

Due: Varies depending on theorist / dominant view of early childhood chosen

Length: 10 – 15 minutes presentation

Weighting: 25%

This assessment requires you to deliver a presentation on a theorist or dominant view of early childhood education covered in the subject.

Working in pairs (from your tutorial group), students will present on a theorist / dominant view of early childhood covered in the subject, to their peers ***in tutorials in weeks following the lecture on that theorist / dominant view***. The schedule of theorists / dominant views is outlined in the table below. Students must pick their theorist / dominant view in week one tutorial (or as soon as possible). The aim is to cover as many theorists / dominant views as possible in tutorials. Therefore, only one pair of students can choose each theorist / dominant view. Once students have selected and indicated a theorist / dominant view they are committed, no changes will be permitted.

Week	Theorist / dominant view of early childhood education
Week 3	Confucius, Socrates, Plato and Aristotle
Week 4	Comenius, Locke, Rousseau and Pestalozzi
Week 5	Froebel

Week 6	Early childhood as 'separate' education, Montessori,
Week 7	Early childhood as 'progressive' education, Dewey, Gardner, Steiner, AS Neil and Malaguzzi,
Mid-session study period (External students' – 1 st on-campus session – 14/4)	
Week 8	Early childhood as 'scientific' education, Piaget, Vygotsky, Bowlby, Pikler, Gerber, Bronfenbrenner, and Rogoff
Week 9	Early childhood as 'socially just' education, Freire
Week 10	Early childhood education as 'women's work'
Week 11	Early childhood education as 'national work' (External students' 2 nd on-campus Session – 23/5)

Aim of Assessment

The aim of this assessment is for students to think critically about the different theorists / dominant views of early childhood education. Students need to **concentrate on the key points** about the chosen theorist / dominant view of early childhood education, and present these points in a logical and cohesive way. Presentations should be engaging, informative and promote debate amongst peers. They should last approximately 10 – 15 minutes.

Presentations about **theorists** should:

- Summarise the theorist's ideas. Consider:
 - What are their views of the child?
 - What are their views on the role of parents?
 - What types of learning / development environments does the theorist advocate?
 - What is the role of curriculum / learning frameworks from this theoretical perspective?
 - What is the theorist's opinion on the role of the teacher?
- Also consider:
 - How these ideas might influence your role as a teacher.
 - Why this theorist's ideas appealed to you.
- Pose (at least) two questions to the audience to promote discussion.

Presentations about **dominant views of early childhood education** should:

- Provide an explanation and example of the view being presented. Consider:
 - How are children positioned within this view of early childhood education?
 - How are parents / families positioned within this view of early childhood

education?

- What types of learning / development environments does this view promote?
- How are teachers positioned within this view of early childhood education?
- What are the implications of this view of early childhood education for society?
- Pose (at least) two questions to the audience to promote discussion.

Students are encouraged to use a variety of media / ways of delivering their presentation. Different types of resources can be utilised. The presentations can be digital or not. They can use videos (self-created not ready made from the internet); posters; concept maps; dramatisation; puppets; music; accessories; handouts; or whatever resources students think will make their presentation more exciting and engaging. Student pairs can also demonstrate debates about the pros and cons of the theory. Pairs that are in the same week can prepare together and 'interview each other' or form a 'debate panel'. The important thing is to be WELL-ORGANISED, ORIGINAL AND CREATIVE! None of us want to sit through boring presentations.

Presentation Marking Criteria

Grading for this assessment will be conducted within the tutorial by the tutor, based on the marking rubric (see i-Learn). Grades will be recorded in Gradebook – but will not be released until **all students have completed** this assessment.

Assessment Task 2: Research essay: Dominant views of early childhood education

Due: 31st May, 2019, 23.59hrs **Length:** 1800 words

Weighting: 35%

Submit your essay through Turnitin

This essay requires students to consider the diverse ways that early childhood education has been viewed in the past and today. How have views about early childhood education developed, what has informed the ways it is viewed today, and what are the implications of those diverse views for early childhood education, children, families and society more broadly?

Students will be provided with one contemporary and one historical media story about early childhood education. Students are required to choose one additional (contemporary or historical) media story. Students must then prepare an essay that compares and contrasts these stories. The essay must be submitted via Turnitin on the iLearn page. In their reflection on these media stories, students will need to draw on the compulsory readings and at least two more academic readings. The assignment must follow APA referencing style.

Students may choose current or archival newspaper or television stories about early childhood education. Archived newspaper stories about early childhood education can be found by searching Trove: <https://trove.nla.gov.au/>

Reflecting on the stories, students are encouraged to consider:

- What dominant views about early childhood education are evident in the stories? (e.g.

Who / what was it for?)

- What do these views about early childhood education suggest about the ways children, families and / or educators are viewed? (e.g. Are they valued?)
- How are these views different / similar from the views of early childhood education that have been dominant throughout history?
- What are the implications of these views for early childhood education, children, families, educators, and society more broadly?

Essays must:

- draw on the media stories;
- demonstrate a sound understanding of the topics covered in this subject;
- refer to at least *four* scholarly readings. These may be the required and/or recommended readings for this subject, or other scholarly texts identified through your own searching.
DO NOT USE WIKIPEDIA!

Essays should include:

- an engaging introduction that outlines the purpose of the essay;
- a clearly written body with illustrations from your media story and in-text reference to scholarly sources to support your discussion;
- a conclusion that provides a completion to your thinking.

It is important that the essay:

- synthesises information from the sources;
- uses paragraphs to structure the argument;
- demonstrates an ability to use in-text referencing using both / either paraphrasing and / or direct quotes; and
- provides an accurate and complete end-of- text reference list, that adheres to APA style.

Essay Marking Criteria

The marking criteria used to assess essays are outlined in a marking rubric (see i-Learn). Students are strongly advised to ensure that they understand each of the criteria. If, after reading the marking criteria, students require further explanation, please post a discussion on i-Learn or send a dialogue to the unit convenor.

The university helps students who may require assistance with various learning skills. Please do not hesitate to contact them if you require assistance in structuring and writing an academic essay: http://www.students.mq.edu.au/support/learning_skills/

Assessment Task 3: Overview of unit final exam

Due: Session 1 exam period. *Students are required to be available throughout the duration of the exam period.*

Length: 2 hours + 10 minutes reading time **Weighting:** 40%

Open book exam. Students will reply to **four out of a possible eight essay questions** related to content from Weeks 5, 6, 7, 8, 9 & 11 lectures and the associated required readings.

- Please note: students **may take up to 10 pages of notes with them into the exam.**
- Notes should be on paper no larger than A4. Notes can be handwritten or word processed, or a combination of both, and you can use both sides. There are no specifications for margins or font size.
- Pages of notes will be returned with your exam.

This type of exam demands `` critical thinking and synthesising skills (not memorization). This can be achieved via weekly engagement with the readings / lectures and tutorial activities - working systematically throughout the session and not just before the exams.

Students are required to be available throughout the duration of the exam period <http://www.mq.edu.au/policy/docs/examination/procedure.html> If you are unavailable on the day of the exam and it's not due to unavoidable circumstances such as hospitalisation, then you will be marked as absent from the exam and you will fail the unit. **The exam cannot be completed before the date listed in the University exam timetable.** Students who live outside of the Sydney Metropolitan Area who are registered for a regional exam centre will be able to complete the exam at their exam centre.

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 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 judgements.

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 this requirement is not met you will be awarded an FA grade with a maximum mark of 45.

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

In order to ensure clear distinctions between grades, final marks of 49, 64, 74 and 84 will not be used. 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.
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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.

Confidentiality

Students must respect the need for sensitivity and confidentiality, and ensure that privacy obligations are met. There should be nothing in assessment submissions that identifies a centre or school. Use pseudonyms for any children or adults referred to in the assignment. Do not record details that enable identification of a site, or of children or adults.

Delivery and Resources

Coronavirus (COVID-19) Update

Any references to on-campus delivery below may no longer be relevant due to COVID-19.

Please check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Required texts

Ailwood, J., Boyd, W., & Theobald, M. (Eds.) (2016). *Understanding early childhood education and care in Australia: Practices and perspectives*. Crows Nest: Allen & Unwin

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

You are required to purchase your own copies of these two texts.

Readings from the required texts will be used to support lecture and tutorial content.

Structure

The unit comprises one one-hour lecture and one two-hour tutorial (internal students) per week.

Lectures

Weekly lectures are available on the web through ECHO360. 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.

Tutorials

Tutorials form an essential component of this subject. Tutorials provide opportunities for sharing learning materials and resources, developing critical thinking and are the venue for students to present their Assessment 1. Materials required for weekly tutorials will be available in iLearn in advance of the tutorial.

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 Requirements

Attendance at all tutorials is expected.

Access to iLearn and ICT skills

This unit has a full web presence through iLearn. The iLearn page will provide students with additional readings, links and materials. Lectures will also be available through Echo in iLearn from the following website link: <http://ilearn.mq.edu.au>

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

- Students will need regular access to a computer and skills in word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments
- Internet access: The iLearn site contains materials for this unit; it is also required for the online Turnitin submission of Assessment Task 2.
- 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 students are encouraged to use electronic links and suggested references. Please check the iLearn unit regularly.

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.

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 students.

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.

Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university.

Please refer to the comprehensive list of support services [here](#).

Unit Schedule

Coronavirus (COVID-19) Update

The unit schedule/topics and any references to on-campus delivery below may no longer be relevant due to COVID-19. Please consult [iLearn](#) for latest details, and check here for updated delivery information: https://ask.mq.edu.au/account/pub/display/unit_status

Lecture, Reading & Tutorial Guide

This table sets out the weekly required and recommended readings. The table is meant as an overall guide only, and is subject to change throughout the semester. Please see the individual Weekly Guides in i-Learn for additional and updated information and support for your learning.

Week	Date	Lecture topic	Required reading	Recommended reading / videos
		Introduction and pre-20 th Century		

1	23 / 2	<p>Week 1 lecture introduces you to both the subject learning objectives, assessments and requirements; and to philosophy and history. You will learn why it is important to understand about different views about children and early childhood education pedagogy over time.</p>	<p>1. Ailwood et al. textbook, Introduction & Chapter 2, Ailwood</p>	<p>Spodek, B., & Saracho, O. N. (2003). "On the shoulders of giants": Exploring the traditions of early childhood education. <i>Early Childhood Education Journal</i>, 31(1), 3-10.</p> <p>A crash course in philosophy: https://www.youtube.com/watch?v=1A_CAKYt3GY</p> <p>Socrates: http://plato.stanford.edu/entries/socrates/</p> <p>Plato: http://plato.stanford.edu/entries/plato/</p> <p>Aristotle: http://plato.stanford.edu/entries/aristotle/</p> <p>Confucius: http://plato.stanford.edu/entries/confucius</p>
2	2 / 3	<p>Week 2 lecture introduces you the views of ancient philosophers</p> <p>Confucius, Socrates, Plato and Aristotle, and the view of children in Roman times. We then look at childhood during the Medieval and Renaissance periods. You will be introduced to the ideas of Comenius, Locke, Rousseau and Pestalozzi.</p>	<p>1. Lascarides & Hintz, Chapter 1, pp.3 – 24 [in reserve]</p> <p>2. Lascarides & Hintz, 2013, pp.50-53 [in reserve]</p>	<p>Bowers, F. B., & Gehring, T. (2004). Johann Heinrich Pestalozzi: 18th century Swiss educator and correctional reformer. <i>Journal of Correctional Education</i>, 306-319.</p> <p>Rousseau's <i>Emile, or on Education</i>: http://en.wikipedia.org/wiki/Emile,_or_On_Education</p> <p>Pestalozzi's <i>How Gertrude Teaches Her Children</i> http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/gertrude/index.html</p>
3	9 / 3	<p>The 18th & 19th century: Romantic period and industrial revolution, evangelism and the introduction of public schooling; and the ideas of Froebel – the 'Father' of kindergarten.</p>	<p>Lascarides & Hintz, 2013, pp. 85 – 115, & pp.143 – 167 [in reserve]</p>	<p>Manning, J. P. (2005). Rediscovering Froebel: A call to re-examine his life & gifts. <i>Early Childhood Education Journal</i>, 32(6), 371-376.</p> <p>Reading of William Blake's <i>Nurses' Song</i>: https://www.youtube.com/watch?v=iP8xF8kbaou</p> <p>Froebel: https://www.youtube.com/watch?v=LNBzmCKLNdU</p>
4	16 / 3	<p>The emergence of early childhood education in Australia – the influence of Froebelian and Montessorian pedagogy.</p>	<p>1. Ailwood et al. textbook Chapter 1, Wong & Press;</p> <p>2. Nolan & Raban, pp.17 – 23 – 25</p>	<p>Brennan, D. (1998). <i>The politics of Australian child care: Philanthropy to feminism and beyond</i>. Cambridge University Press. Chapter 1</p> <p>Mooney, C. G. (2005). <i>Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky</i>. St. Paul, MN: Redleaf Press. (Chapter 2 – Montessori)</p>

Views on Early Childhood Education in the 20 th & 21 st Century			
5	23 / 3	Early Childhood education as 'progressive', individualised, play-based pedagogy – Dewey, Gardner, Steiner, AS Neil, Malaguzzi, Reggio Emilia & the Forest school movement	<ol style="list-style-type: none"> 1. Ailwood et al. textbook Chapter 4, Henderson & Edwards; 2. Wong & Logan, 2016 [in reserve] 3. Nolan & Raban, pp.21 – 22; 26 – 28; 38 – 39 <p>Lascardes, V. C., & Hinitz, B. F. (2013). <i>History of early childhood education</i> (Vol. 982). Routledge. Chapter 8: Dewey: pp. 215-225.</p> <p>Mooney (2005), Chapter 1: Dewey</p> <p>Gardner, H. (2011). <i>The unschooled mind: How children think and how schools should teach</i>. Basic books.</p> <p>Gardner: https://youtu.be/oY2C4YgXm7I</p> <p>Neill, A. S., & Lamb, A. (1995). Summerhill School: A new view of childhood. Macmillan.</p> <p>Nutbrown, C., & Clough, P. (2014). <i>Early childhood education: History, philosophy and experience</i> (2nd ed.). London: Sage. Part II: pp: 51-52.</p> <p>Steiner, R., & McDermott, R. (2009). <i>New essential Steiner: An introduction to Rudolf Steiner for the 21st Century</i>.</p> <p>Rinaldi, C. (2006). <i>In dialogue with Reggio Emilia: Listening, researching and learning</i>. Psychology Press.</p> <p>Millikan, J. (2003). <i>Reflections: Reggio Emilia principles within Australian contexts</i>. Pademelon Press Pty. Limited.</p> <p>Reggio Emilia: https://youtu.be/mQtL0u99BfE</p> <p>O'Brien, L. (2009) Learning outdoors: The Forest School approach, <i>Education 3–13</i>, 37:1, 45-60, DOI: 10.1080/03004270802291798</p>
6	30 / 3	Early childhood education as 'scientific' education: medicalisation, Developmentally Appropriate Practice and the influence of developmental theorists and research – Piaget, Vygotsky, Bowlby, Pikler, Gerber, Bronfenbrenner, & Rogoff	<ol style="list-style-type: none"> 1. Ailwood et al. textbook Chapter 5, Theobald & Busch; 2. Ailwood et al. textbook Chapter 12, Boyd; 3. Nolan & Raban, pp.17 – 20; 31 – 32; 36 – 37; 40 – 41 <p>Mooney, C. G. (2005). Chapter 5: Vygotsky.</p> <p>Piaget: https://www.simplypsychology.org/piaget.html</p> <p>Vygotsky: https://www.simplypsychology.org/vygotsky.html</p> <p>Bowlby: https://www.simplypsychology.org/bowlby.html</p> <p>Rogoff: http://www.aera100.net/barbara-roffoff.html</p> <p>Pikler: https://www.youtube.com/watch?v=1TZIYMpy9Fc</p> <p>Gerber: https://www.youtube.com/watch?v+VQ8xbwLUfc</p>

7	6 / 4	Early childhood as 'socially just' education – rescuing children, ameliorating disadvantage, reforming society, ethics, rights and anti-bias curriculum, the UNCROC & Sustainable Development Goals, Freire	<ol style="list-style-type: none"> 1. Ailwood et al. textbook Chapter 7, Ford; 2. Ailwood et al. textbook Chapter 8, Miller; 3. Ailwood et al. textbook Chapter 9, Farrell 4. Nolan & Raban, pp.53 – 54 	<p>The UNCROC: https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycroc.pdf</p> <p>Ebbeck, M., Warrier, S., & Ebbeck, F. (2012). Children's images and visibility represented in television and newspaper in Singapore. In S. Wyver & P. Whiteman (Eds). <i>Children and childhoods2: Images of childhood</i> pp. 148 - 165. Newcastle Upon Tyne: Cambridge Scholars.</p> <p>Freire, P. (1970). <i>Pedagogy of the Oppressed</i>. (M. Bergman, Trans.). Middlesex: Penguin Books. (Original work published 1968)</p> <p>Little, H. (2012). Contradictory images of children: Growing up in a dangerous(?) world. In S. Wyver & P. Whiteman (Eds). <i>Children and childhoods2: Images of childhood</i> pp.88 – 104. Newcastle Upon Tyne: Cambridge Scholars.</p> <p>Chomsky, Gardner & Friere in conversation: https://youtu.be/2LI6M0cXV54</p>
	13/4 20/4	<p>Easter & mid-session break</p> <p>(on-campus session 1 for external students 14 / 4)</p>		
8	27 / 4	Early childhood education as 'women's work' – maternalism and feminism and its implications for the early childhood workforce	<ol style="list-style-type: none"> 1. Ailwood et al. textbook 3, Blaise; 2. Ailwood et al. textbook Chapter 14, Thomas 	<p>Brennan, D. (1998). <i>The politics of Australian child care: Philanthropy to feminism and beyond</i>. Cambridge University Press. Chapter 3</p> <p>Workforce Initiative Webinar on early childhood workforce working conditions: https://www.youtube.com/watch?v=n8oojzFuFpM&feature=youtu.be</p>
9	4 / 5	Early childhood education as 'national work' and the shift from philanthropy to corporatisation.	<ol style="list-style-type: none"> 1. Ailwood et al. textbook Gibson 	<p>Brennan, D. (1998). <i>The politics of Australian child care: Philanthropy to feminism and beyond</i>. Cambridge University Press. Chapter 2</p> <p>Sumsion, J. (2006) The corporatization of Australian childcare: Toward an ethical audit and research agenda <i>Journal of Early Childhood Research</i>, 4(2), 99-120.</p>
10	11 / 5	Guest lecture from the profession including <i>Early Years Learning Framework, National Quality Standards and Universal Access</i>	<ol style="list-style-type: none"> 1. Ailwood et al. textbook 10, Cheeseman 	<p>The Early Years Learning Framework: https://www.education.gov.au/early-years-learning-framework-0</p> <p>ACECQA: https://www.acecqa.gov.au/</p>

11	18 / 5	Poststructuralism and its implications for contemporary provision – Foucault, Bourdieu & Canella. The challenge of globalisation.	1. Nolan & Raban, pp.55 - 71	Cannella, G. S. (2000). The scientific discourse of education: Predetermining the lives of others—Foucault, education, and children. <i>Contemporary Issues in Early Childhood</i> , 1(1), 36-44.
12	25 / 5	Revision & recap Research essay due 31 / 5	TBC	TBC
13	1 / 6	No classes		
		Exam period		

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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.*)

Students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

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
- Students are required to make a genuine attempt at all assessment tasks to pass the unit.

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.

Workload

In a 10 credit-point unit you should expect to commit nine (9) hours of your time per week to your studies.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*

- The *Dialogue* function on iLearn
- Other iLearn communication functions

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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.