



ECHE2200

Early Years Curriculum and Pedagogy in the Australian Context

Session 2, Special circumstance 2020

Macquarie School of Education

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Disclaimer

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Unit Coordinator, Lecturer, Tutor
Luke Touhill

[iLearn dialogue](#)

Contact via iLearn dialogue

Mia Mia

by appointment

Lecturer, Tutor

Melinda Ferris

[iLearn dialogue](#)

Contact via iLearn dialogue

Mia Mia

by appointment

Credit points

10

Prerequisites

40cp at 1000 level or above including (ECH113 or ECHE1130)

Corequisites

Co-badged status

Unit description

This unit introduces students to the theoretical and philosophical trends underpinning early childhood pedagogy. Students explore the historical origins of early childhood curriculum and examine the principles and practices that influence contemporary approaches to teaching and learning with young children. Students will be introduced to philosophical principles including equity, diversity, ethics and critical thinking. In addition they will examine issues of professional judgment and curriculum decision making.

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: Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.

ULO2: Identify key characteristics of early childhood teachers and contexts.

ULO3: Understand and appreciate self as an early childhood professional, and as a learner.

ULO4: Describe contemporary issues surrounding the pedagogy of professional practice.

ULO5: Articulate an understanding of curriculum decision making and change.

ULO6: Demonstrate increased skills of investigation and the ability to synthesise ideas.

ULO7: Use library resources and information technology to enhance learning.

General Assessment Information

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:** Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.
- 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 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
Explaining the EYLF	30%	No	23/08/20
Analysing Early Childhood Curriculum and Pedagogy	40%	No	27/09/20
Documentation and Planning	30%	No	8/11/20

Explaining the EYLF

Assessment Type ¹: Presentation

Indicative Time on Task ²: 14 hours

Due: **23/08/20**

Weighting: **30%**

Part A: In groups give a presentation explaining one aspect of the Early Years Learning Framework (EYLF) to a parent audience. Part B: Each group member will individually write a brief parent newsletter explaining the same aspect of the EYLF in a written format. (Presentation 10 minutes) (Newsletter 1000 words)

On successful completion you will be able to:

- Identify key characteristics of early childhood teachers and contexts.
- Understand and appreciate self as an early childhood professional, and as a learner.
- Describe contemporary issues surrounding the pedagogy of professional practice.
- Articulate an understanding of curriculum decision making and change.

Analysing Early Childhood Curriculum and Pedagogy

Assessment Type ¹: Essay

Indicative Time on Task ²: 18 hours

Due: **27/09/20**

Weighting: **40%**

Write an essay exploring aspects of early childhood curriculum and pedagogy (1800 words)

On successful completion you will be able to:

- Understand the historical context and theoretical perspectives that influence contemporary early childhood education and care.
- Identify key characteristics of early childhood teachers and contexts.
- Understand and appreciate self as an early childhood professional, and as a learner.
- Describe contemporary issues surrounding the pedagogy of professional practice.
- Articulate an understanding of curriculum decision making and change.
- Demonstrate increased skills of investigation and the ability to synthesise ideas.
- Use library resources and information technology to enhance learning.

Documentation and Planning

Assessment Type ¹: Report

Indicative Time on Task ²: 20 hours

Due: **8/11/20**

Weighting: **30%**

Write a report examining the use of digital documentation platforms in early childhood settings and providing recommendations for their use (1200 words)

On successful completion you will be able to:

- Describe contemporary issues surrounding the pedagogy of professional practice.
- Articulate an understanding of curriculum decision making and change.
- Demonstrate increased skills of investigation and the ability to synthesise ideas.
- Use library resources and information technology to enhance learning.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

This unit will be delivered remotely/online in Session 2, 2020. Unit content will be available via the unit's iLearn site. Access to this site and to a computer with internet access will be essential in order to complete this unit.

Lectures: Weekly lectures will be available via iLearn each week.

Weekly tutorials: A weekly Zoom tutorial will be held each week on Thursday mornings from 10am -12pm

On campus dates: Wednesday and Thursday, September 16th and 17th. These sessions will also be held via Zoom. Further details on the arrangements for these two days will be available on iLearn.

Attendance for undergraduate units

Activities completed during weekly tutorials (internal) or on campus days (external) 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 or on campus days 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 Texts

The following texts are required for this unit:

McLachlan, C., Fler, M., & Edwards, S. (2018). *Early childhood curriculum: Planning, assessment & implementation*. Cambridge, United Kingdom: Cambridge University Press

Department of Education, Employment and Workplace Relations. (2010). *Educators' guide to the early years learning framework*. Retrieved from http://docs.education.gov.au/system/files/doc/other/educators_guide_to_the_early_years_learning_framework_for_australia.pdf

Department of Education, Employment & Workplace Relations. (2009). *Belonging, being & becoming. The Early Years Learning Framework for Australia*. Canberra, ACT: Commonwealth of Australia. Retrieved from http://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Australian Children's Education and Care Quality Authority. (2011). *Guide to the National Quality Standards*. Retrieved from <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902.pdf>

It is also expected that you will use the following referencing guide in preparing written assignments:

Perrin, R. (2016). *Pocket guide to APA style* (6th ed.). Boston: Cengage Learning.

Required Readings:

There are required readings each week. These are listed on iLearn.

Electronic Communication

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

Dialogue function on iLearn

Other iLearn communication functions

Official *MQ Student Email* Address

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

Unit Expectations

In order to be eligible for a passing grade, students must meet the following attendance requirements:

- 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
- All assessment tasks must be submitted

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.

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 iLearn 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.
- Zoom tutorials and on-campus sessions (links to these will be provided via iLearn)

Unit Schedule

The unit is broken into four modules, each of which consider key aspects of early childhood education, curriculum and pedagogy. A more detailed unit schedule, with weekly topics and readings will be available on iLearn.

	Key Ideas in Early Childhood Education
Module 1:	<ul style="list-style-type: none">• Brief overview of historical background to early childhood education and key ideas underpinning contemporary thinking• Introduction to the NQF and EYLF• Defining pedagogy and curriculum
Module 2:	The Early Years Learning Framework <ul style="list-style-type: none">• Unpacking the Principles, Practices and Learning Outcomes• Examining how they work together and influence curriculum and pedagogy
Module 3:	Early Childhood Curriculum and pedagogy <ul style="list-style-type: none">• Considering the elements of curriculum design (including interactions, experiences, environments, routines)• Unpacking pedagogy (including relationships, contexts, theoretical perspectives)
Module 4:	Documenting, planning and assessing within the NQF <ul style="list-style-type: none">• Explanation of key legislation and other documents (including the Law, Regulations, NQS and EYLF)• Planning for learning, tracking children's progress against the learning outcomes• Contemporary approaches to documentation and planning for learning, including digital documentation

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

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.

Department Procedures

In addition, the following policies and procedures of the School of Education are applicable in this unit.

Attendance for undergraduate units

All tutorials begin in Week 1 of Session.

Activities completed during weekly tutorials (internal) or on campus days (external) 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 or on campus days 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 to weekly lectures before completing tasks and attending tutorials

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

External Students

- The on-campus sessions are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
- Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms

and definitions. Prepare any discussion questions of your own that you wish to share.

- Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.