ECHE6020

Early Childhood Development

Session 1, Weekday attendance, North Ryde 2021

Macquarie School of Education

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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.

Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face 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 Convenor and Lecturer
Helen Little
Contact via via iLearn Dialogue
29 WW, Room 235

Credit points
10

Prerequisites
Admission to MTeach(0-5) or GradCertEChild

Corequisites

Co-badged status

Unit description
This unit examines major theories and current issues in child development and the application of developmental theory to educational practice. It provides students with an understanding of how theory and cultural assumptions influence practice and how to recognise the implications of theory and research for teaching. The initial part of the unit is concerned with theories of development and the middle to latter sections deal with domains of development and areas of specific interest in child development for the early childhood years.

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 many and varying influences important to the development of a child.

ULO2: Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.

ULO3: Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.

ULO4: Demonstrate awareness and respect for cultural, historical and contextual influences on child.

ULO5: Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

General Assessment Information

Please refer to unit iLearn site for more detailed information about assessment tasks.

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.
- 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.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- The outcome of a re-mark may be a **higher/lower or unchanged grade**.
- Grades are standards referenced and effort is NOT a criterion.

Quiz Assessments

Online quizzes are an individual assessment task and **MUST BE COMPLETED by each student individually**. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Integrity policy for more information.

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.

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.

Withdrawing from this PG 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
Learning Activity 1: "Key Understandings of Two Major Theories"	25%	No	21/3/2021
Topic quiz 1	15%	No	12/4/2021
Learning Activity 2: Understanding Development	45%	No	16/5/2021
Topic quiz 2	15%	No	3 June

Learning Activity 1: "Key Understandings of Two Major Theories"

Assessment Type [1]: Essay
Indicative Time on Task [2]: 15 hours
Due: **21/3/2021**
Weighting: **25%**

900 word outline of two selected theories

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

Topic quiz 1

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **12/4/2021**
Weighting: **15%**

Online quiz covering topics from first half of unit

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Learning Activity 2: Understanding Development

Assessment Type [1]: Essay
Indicative Time on Task [2]: 30 hours
Due: **16/5/2021**
Weighting: **45%**

1800 word essay on specified child development topic

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate autonomy and adaptability as a teacher of young children through a thorough knowledge of child development theories and links with practical applications.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.

- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

Topic quiz 2

Assessment Type [1]: Quiz/Test
Indicative Time on Task [2]: 20 hours
Due: **3 June**
Weighting: **15%**

Online quiz covering content from second half of semester

On successful completion you will be able to:

- Understand the many and varying influences important to the development of a child.
- Demonstrate an appreciation of the whole child through exploring the links between different dimensions of child growth and development.
- Demonstrate awareness and respect for cultural, historical and contextual influences on child.
- Critically analyse links between theory, research and practice to explore the biological underpinnings of development including individual differences.

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[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

Required and recommended texts

Prescribed Text:

Peterson, C. (2015). *Looking forward through the lifespan. Developmental psychology: Birth to middle childhood.* (Custom edition). Sydney: Pearson.

Note: It is also fine to use the 6th edition of Peterson (2014). *Looking forward through the lifespan. Developmental psychology.* Sydney: Pearson. Please do not buy another textbook if you already have this version.

Highly Recommended Text:

This text is particularly useful for the first module of the unit and your first assessment task but it

is not essential. It is available from the university library as an e-book.

Crain, W. (2010). *Theories of child development: Concepts and applications* (6th ed.). London: Routledge.

Unit Structure

The unit comprises weekly lectures and a two-hour weekly seminar. **All lecture content in this unit is pre-recorded and available in the relevant section for each topic** within the topic 'book' sections (NB: Unlike other units, lectures are not accessed via ECHO360) .

Discussion forums are provided for students discuss issues and questions arising from the lectures, tasks and prescribed readings. Students are expected to base their arguments/ discussions on evidence from published research and other relevant material. Students are required to participate in small group activities and whole class discussion, to read the weekly material in advance, and to complete brief tasks. Information about the weekly program for the course with the accompanying readings/ preparation is available on the following pages and on the unit iLearn site.

Attendance Requirements

Attendance at all seminars is expected. There will be a supporting website for the unit providing additional readings, links and materials.

Information about the unit iLearn site

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 there, 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.

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**.

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

The following is a summary of the i-lectures for this unit, available through the ECHE/ ECHX6020 unit web site. The lecture series follows a specific sequence and has three main areas of focus: Theories of Development, Foundations of Development and Domains of Development.

Week	Topic	Lecturer	Reading
Module 1: Key Theories and Research Methods			
Week 1: 22 February	1. Research Methods	Dr Helen Little	Peterson Chapter 1
	2. Key debates in child development	Dr Helen Little	
Week 2: 1 March	3. Maturation/Ethology	Dr Helen Little	Peterson Chapter 2 (pp. 31-48)
	4. Psychoanalytic theory	Dr Helen Little	
	5. Learning/ Behaviourism	Dr Helen Little	
Week 3: 8 March	6. Cognitive Theories	Dr Helen Little	Peterson Chapter 2 (pp. 49-63)
	7. Ecological systems theory	Dr Helen Little	
	8. Dynamic systems	Dr Helen Little	

Module 2: Foundations of Development			
Week 4: 15 March	9. Genetic Contributions	Dr Helen Little	Peterson Chapter 3
	10. Prenatal Development	Dr Helen Little	
Week 5: 22 March	11. Physical and motor development	Dr Helen Little	Peterson Chapter 4 (pp. 104-122) Chapter 7 (pp. 205-210)
Week 6: 29 March	12. Perception	Dr Shirley Wyver	Peterson Chapter 4 (pp. 122-124)
TEACHING RECESS: 2 – 16 April			
Module 3: Domains of Development			
Week 7: 19 April	13. Cognition	Dr Shirley Wyver	Peterson Chapter 4 (pp. 124-132) Chapter 7 (pp.211-241)
Week 8: 26 April	14. Language Development	Dr Helen Little	Peterson Chapter 6
	15. Joint Attention	Dr Belinda Davis	
Week 9: 3 May	16. Theory of Mind	Dr Shirley Wyver	Peterson Chapter 7 (pp. 228-240)
	17. Emotional development	Dr Rebecca Andrews	
Week 10: 10 May	18. Temperament	Dr Helen Little	Peterson Chapter 5
	19. Attachment	Dr Helen Little	
Week 11: 17 May	20. Social Development	Dr Helen Little	KidsMatter
	21. Gender	TBC	Peterson Chapter 8 (pp. 256-269)
Week 12: 24 May	22. Parenting	Dr Helen Little	Grimes et al.
	23. Peer relationships	Dr Helen Little	Bagwell
Week 13: 31 May	**STUDYWEEK** **And Quiz 2**		

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://policies.mq.edu.au). 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

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

To find other policies relating to Teaching and Learning, visit Policy Central (https://policies.mq.edu.au) and use the search tool.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/admin/other-resources/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 Macquarie School of Education are applicable in this unit.

Attendance for postgraduate units

All Internal seminars begin in Week 1 of Session 1.

Activities completed during weekly seminars 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.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending seminars
- Students are expected to listen/attend weekly lectures before completing tasks and attending seminars
- 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 [Note: Please do not email staff from any email account other than your uni email account.]
- 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.

Changes since First Published

Date	Description
11/03/2021	Assignment due dates updated: Quiz 1 - date revised (to 12 April) as previous date (21 April) was a typographical error Quiz 2 - exact date (3 June) now provided (original date just indicated Week 13)
27/01/2021	Unit convenor contact details updated