



ECHE8220

Issues in Early Childhood Policy and Pedagogy

Session 2, Infrequent attendance, North Ryde 2021

Macquarie School of Education

Contents

| | |
|---|----|
| <u>General Information</u> | 3 |
| <u>Learning Outcomes</u> | 4 |
| <u>General Assessment Information</u> | 4 |
| <u>Assessment Tasks</u> | 7 |
| <u>Delivery and Resources</u> | 9 |
| <u>Unit Schedule</u> | 10 |
| <u>Policies and Procedures</u> | 10 |
| <u>5Rs Framework</u> | 13 |
| <u>Changes since First Published</u> | 13 |

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.

Session 2 Learning and Teaching Update

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

General Information

Unit convenor and teaching staff
Unit convenor, Lecturer and Tutor
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TBC
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Catherine Jones
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Credit points
10

Prerequisites
(ECED826 or ECHE8260) or [admission to MEChild or MEdLead or MEd or GradCertIndigenousEd or MIndigenousEd or MSpecEd or GradCertEdS]

Corequisites

Co-badged status

Unit description

This unit explores current issues and debates affecting pedagogy, practice, politics and policy in early childhood education. Students will explore a range of responses to state, national and international influences on the provision of nurturant educational services in the early childhood years. We will consider individual approaches to teaching practice as well as policy development in the delivery of various services used by young children and their families. This will include the investigation of approaches to reconceptualising early childhood pedagogy as well as the achievements of major government initiatives directed at education and care settings and the wellbeing of young children and their families.

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: Refine your professional knowledge and understanding in early childhood pedagogy and policy by applying high order analytical skills

ULO2: Examine current issues in policy and pedagogy in early childhood education in an integrated way to identify alternative perspectives

ULO3: Critically review relevant literature when appraising complex policy and pedagogical issues as an educational leader in early childhood settings

ULO4: Investigate complex information, concepts, and theories in order to establish a personal position regarding emerging trends in the early childhood arena

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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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.

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 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.

Academic Integrity and Academic Writing

- Use of APA style referencing in the body of the work and in the reference list to correctly acknowledge all sources used in the creation of the work.
- Academic writing that reflects the student's own work, noting that any assignment submitted that does not comprise the student's own work will have that section deemed not to meet the applicable criterion for that part of the task.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|----------------|
| Assignment 1A: Reading Journal | 20% | No | 23:59 22/8/21 |
| Assignment 1B: Reading Journal | 20% | No | 23:59 12/9/21 |
| Assignment 1C: Reading Journal | 20% | No | 23:59 7/11/21 |
| Assignment 2 | 40% | No | 23:59 31/10/21 |

Assignment 1A: Reading Journal

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 20 hours

Due: **23:59 22/8/21**

Weighting: **20%**

A written critical reflection on required readings identified for each week. 1000 words.

On successful completion you will be able to:

- Refine your professional knowledge and understanding in early childhood pedagogy and policy by applying high order analytical skills
- Examine current issues in policy and pedagogy in early childhood education in an integrated way to identify alternative perspectives
- Critically review relevant literature when appraising complex policy and pedagogical issues as an educational leader in early childhood settings

Assignment 1B: Reading Journal

Assessment Type **1**: Reflective Writing

Indicative Time on Task **2**: 20 hours

Due: **23:59 12/9/21**

Weighting: **20%**

A written critical reflection on required readings identified for each week.

On successful completion you will be able to:

- Refine your professional knowledge and understanding in early childhood pedagogy and policy by applying high order analytical skills
- Examine current issues in policy and pedagogy in early childhood education in an integrated way to identify alternative perspectives
- Critically review relevant literature when appraising complex policy and pedagogical issues as an educational leader in early childhood settings

Assignment 1C: Reading Journal

Assessment Type **1**: Reflective Writing

Indicative Time on Task **2**: 20 hours

Due: **23:59 7/11/21**

Weighting: **20%**

A written critical reflection on required readings identified for each week. 1000 words.

On successful completion you will be able to:

- Refine your professional knowledge and understanding in early childhood pedagogy and policy by applying high order analytical skills
- Examine current issues in policy and pedagogy in early childhood education in an integrated way to identify alternative perspectives
- Critically review relevant literature when appraising complex policy and pedagogical issues as an educational leader in early childhood settings

Assignment 2

Assessment Type ¹: Essay

Indicative Time on Task ²: 40 hours

Due: **23:59 31/10/21**

Weighting: **40%**

An essay and/or presentation regarding emerging trends in the Early Childhood arena. There are TWO options: a major essay (2000 words) OR a minor essay (1000 words) plus a presentation with slides (10-15 mins).

On successful completion you will be able to:

- Investigate complex information, concepts, and theories in order to establish a personal position regarding emerging trends in the early childhood arena

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

N/A.

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 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.

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 <https://ilearn.mq.edu.au/login/index.php>. 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**.

Structure

The unit comprises lectures and tutorials. 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. 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.n.mq.edu.au>

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

Unit Schedule

Please refer to the Readings and Assessments Guide for ECHE/X8220 available for downloading from iLearn.

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) (<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) (<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

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.

School of Education Procedures

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

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of the 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/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.

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

5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient: Students will examine current issues in policy and pedagogy in early childhood education in an integrated way to identify alternative perspectives.

Reflexive: Students will critically review relevant literature when appraising complex policy and pedagogical issues as an educational leader in early childhood settings.

Responsive: Students will refine their professional knowledge and understanding in early childhood pedagogy and policy by applying high order analytical skills.

Ready to learn: Students will prepare for an essay and/or presentation regarding emerging trends in the Early Childhood arena.

Research engaged: Students will investigate complex information, concepts, and theories in order to establish a personal position regarding emerging trends in the early childhood arena.

Changes since First Published

| Date | Description |
|------------|--|
| 07/07/2021 | Upon Sarah and Belinda's feedback, I have updated the needed information to keep consistent with the Faculty's new policy. |