



ECHE1200

History and Philosophy of Early Childhood

Session 1, Infrequent attendance, North Ryde 2021

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	10
<u>Delivery and Resources</u>	12
<u>Unit Schedule</u>	13
<u>Policies and Procedures</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.

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

Subject Convenor

Sandie Wong

sandie.wong@mq.edu.au

Contact via i-Learn

Room 234, 29 Wally's Walk

Mondays 3 - 5

Komal Ingreji

komal.ingreji@mq.edu.au

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.

General Assessment Information

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

This assessment requires you to deliver a presentation on a theorist or dominant view of early childhood education covered in the subject. The aim of this assessment is for students to think critically about the different theorists / dominant views of early childhood education.

Students will work alone or in pairs / groups to present to their peers on a theorist / dominant view of early childhood covered in the subject, during the first or second on-campus session. The schedule of theorists / dominant views is outlined in the table below. The aim is to cover as many theorists / dominant views as possible. Therefore, only one student (or pair / group) can choose each theorist / view of early childhood education. Students need to post their preference in the online forum called 'ASSIGNMENT 1 – Choice of theorist / dominant view of early childhood education FOR EXTERNAL STUDENTS. Allocation will be in a first come first choice basis.

	Theorist / dominant view of early childhood education
First on-campus	Confucius Socrates Plato Aristotle Comenius Locke Rousseau Pestalozzi Froebel

Second on-campus	Montessori
	Dewey
	Gardner
	Steiner
	AS Neil
	Malaguzzi
	Piaget
	Vygotsky
	Bowlby
	Pikler
	Bronfenbrenner
	Rogoff
	ECE as 'separate' education
	ECE as 'progressive' education
	ECE as 'scientific' education

Presentations should:

- focus on the key points about the chosen theorist / dominant view of early childhood education;
- present the key points in a logical and cohesive way;
- be engaging, informative and promote debate amongst peers.
- **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.

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.

Assessment 1 Marking Criteria

- A marking rubric for this assessment will be provided in i-Learn.
- Grading for this assessment will be conducted within the tutorial by the tutor, based on the marking rubric.
- 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

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 discusses similarities and differences in the ways that early childhood education is written about in these media stories.

The essay must to 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.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit your essay:

- 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.
- Your essay 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.
- 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.
-
- Faculty assignment cover sheets are NOT required.

Assessment 2 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.

Assessment 3: Open Book Exam

Students will reply to four out of a possible eight essay questions related to content from Weeks 7, 8, 9, 10 & 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.

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.

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 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.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Assessment 2: Research essay: Dominant views of early childhood education</u>	35%	No	18/05/21
<u>Assessment 1: Presentation / Debate</u>	25%	No	Varies

Name	Weighting	Hurdle	Due
Assessment 3: Overview of unit final exam	40%	No	Exam Period

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

Assessment Type ¹: Essay

Indicative Time on Task ²: 26 hours

Due: **18/05/21**

Weighting: **35%**

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? (Word count 1800)

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy.
- Discuss the theoretical influences underpinning early childhood pedagogies and practices.
- Identify how history and philosophy have impacted Australian early childhood education.
- Develop the skills of researching, writing, presenting and submitting academic work.

Assessment 1: Presentation / Debate

Assessment Type ¹: Presentation

Indicative Time on Task ²: 19 hours

Due: **Varies**

Weighting: **25%**

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

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy.
- Discuss the theoretical influences underpinning early childhood pedagogies and practices.
- Identify how history and philosophy have impacted Australian early childhood education.
- Develop the skills of researching, writing, presenting and submitting academic work.

Assessment 3: Overview of unit final exam

Assessment Type ¹: Examination

Indicative Time on Task ²: 30 hours

Due: **Exam Period**

Weighting: **40%**

Open book exam. (2 hours)

On successful completion you will be able to:

- Demonstrate an understanding of the historical basis of early childhood philosophy.
- Discuss the theoretical influences underpinning early childhood pedagogies and practices.
- Identify how history and philosophy have impacted Australian early childhood education.

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 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.

The unit comprises one one-hour lecture per week and **two full day** on-campus tutorial sessions.

Lectures

Weekly lectures are available on i-Learn. You must listen to all lectures.

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

On-Campus Sessions

At the on-campus sessions students will discuss issues and questions arising from the lectures

and prescribed readings. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. Attendance at both on-campus sessions is expected.

Requirements

Attendance at all both on-campus sessions is required.

Access to iLearn and ICT skills

This unit has a full web presence through iLearn. iLearn provides important unit notices, assessment information, links to lectures, additional readings, materials and external links, to support your learning, critical reflection and discussion with other students. External students especially are encouraged to use this web component.

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.

Unit Schedule

A Lecture & Reading Guide and Weekly Tutorial Tasks will be available in i-Learn.

Policies and Procedures

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

School of Education Procedures

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

Unit Expectations

Attendance for undergraduate units External Students

Activities completed during on campus days 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 both on campus days is expected and the roll will be taken.

1. The on-campus sessions on Monday 12th April 9 - 5 **AND** Saturday 29th May 9 - 5, 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.
2. 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.

3. 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.

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

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.