ECHE1200

History and Philosophy of Early Childhood

Session 1, In person-scheduled-infrequent, North Ryde 2022

Macquarie School of Education

Contents

Disclaimer

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General Information

Unit convenor and teaching staff
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Mondays 3 - 5

Tutor
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Credit points
10

Prerequisites

Corequisites

Co-badged status

Unit description
The unit provides a foundational overview of the theoretical perspectives that have contributed to the history and philosophy of early childhood education. It examines philosophies, theories and theorists over time that have helped shape views about children and children's learning, curriculum development and the role of the teacher. The unit will enable students to recognise the importance of philosophy in early childhood education as they read research and engage with philosophical ideas. Students will also begin to develop a broad knowledge of curriculum approaches, including Froebel, Montessori, Steiner and Reggio Emilia that are implemented across Australia in contemporary early childhood settings.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

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

philosophy.

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

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

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

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.

<ins>Assessment Presentation and Submission Guidelines</ins>

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 <ins>NOT</ins> required.

<ins>Draft Submissions & Turnitin Originality Reports</ins>

- 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.

<ins>Please note:</ins>

- Students should regularly save a copy of all assignments before submission.
- Students are responsible for checking that the correct file has been uploaded, that their submission has been successful, and that it 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.m q.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.m q.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Assessment 2: Research essay: Dominant views of early childhood education	35%	No	20/5/22
Assessment 3: Overview of unit final exam	40%	No	During Exam period
Assessment 1: Presentation / Debate	25%	No	Varies

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

Assessment Type [1]: Essay
Indicative Time on Task [2]: 31 hours
Due: **20/5/22**
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 3: Overview of unit final exam

Assessment Type [1]: Examination
Indicative Time on Task [2]: 30 hours
Due: **During 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.

Assessment 1: Presentation / Debate

Assessment Type [1]: Presentation
Indicative Time on Task [2]: 24 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.

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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 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 you own copies of these two texts. Readings from the required texts will be used to support lecture and tutorial content.

Structure

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

Lectures

Weekly lectures are available on 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.

Tutorials

Tutorials form an essential component of this subject.

Tutorials provide opportunities for sharing learning materials and resources, developing critical thinking and are the venue for students to present their Assessment 1.

Materials required for weekly tutorials will be available in iLearn in advance of the tutorial.

In tutorials, 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.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The weekly Study Guide provides details of readings/ preparation prior to the tutorial and is available on the unit iLearn site.

Attendance Requirements

Attendance at one two hour tutorial is expected every week.

Information about the unit *iLearn* site This unit has a full web presence through *iLearn.* Students will need regular access to the

Internet and a computer to complete this unit. Weekly access to *iLearn* is compulsory for all

students.

Important assessment information will be posted on *i-Learn,* as will other relevant unit notices and materials including:

- Weekly lectures: You must listen to all lectures. Lecture PowerPoint slides are available in *iLearn* in advance of the weekly lecture and/or are available in the Active Learning Tool.

- Weekly study guides are provided to assist your studies. The study guides includes a list of compulsory and recommended readings, various activities and materials for discussion and critical reflection, and electronic links and suggested references. External students especially are encouraged to use this web component.

- Notices and correspondance from and to your Subject Convenor and Tutor should be through *i-Learn*.

- Submission of Assessment Task 2 is also through the Turnitin portal on the unit *i-Learn* page.

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*.

Unit Schedule

Week	Date	Lecture topic	Required reading	Recommended reading / videos
Part 1: Introduction to philosophy and pre-20th Century theorists				

1	21 / 2	Week 1 lecture introduces you to both the subject learning objectives, assessments and requirements; and to philosophy and history. You will learn why it is important to understand about different views about children and early childhood education pedagogy over time.	1. Ailwood et al. textbook, Introduction & Chapter 2, Ailwood	Spodek, B., & Saracho, O. N. (2003). "On the shoulders of giants": Exploring the traditions of early childhood education. *Early Childhood Education Journal, 31*(1), 3-10. A crash course in philosophy: https://www.youtube.com/watch?v=1A_CAkYt3GY Socrates: http://plato.stanford.edu/entries/socrates/
2	28 / 2	Week 2 lecture introduces you the views of ancient philosophers Confucius, Socrates, Plato and Aristotle, and the view of children in Roman times. We then look at childhood during the Medieval and Renaissance periods.	1. Lascarides & Hintz, Chapter 1, pp.3 – 24 [in Leganto]	Plato: https://plato.stanford.edu/entries/plato/ Aristotle: https://plato.stanford.edu/entries/aristotle/ Confucious: https://plato.stanford.edu/entries/confucius/ Children's lives in Medieval times: https://www.youtube.com/watch?v=EE85Sugrfh8
3	7 / 3	Week 3 lecture introduces you to the ideas of Comenius, Locke, Rousseau and Pestalozzi. The 18th & 19th century: Romantic period and industrial revolution and evangelism; and the ideas of Froebel – the 'Father' of kindergarten.	1. Lascarides & Hintz, 2013, pp.50-53 [in Leganto] 2. Lascarides & Hintz, 2013, pp. 85 – 115, & pp.143 – 167 [in Leganto]	William Blake's *Nurses' Song:* https://www.youtube.com/watch?v=iP8xF8kbaoU Rousseau's *Emile, or on Education*: http://en.wikipedia.org/wiki/Emile,_or_On_Education Bowers, F. B., & Gehring, T. (2004). Johann Heinrich Pestalozzi: 18th century Swiss educator and correctional reformer. *Journal of Correctional Education*, 306-319. Pestalozzi's *How Gertrude Teaches Her Children* http://urweb.roehampton.ac.uk/digital-collection/froebel-archive/gertrude/index.html Manning, J. P. (2005). Rediscovering Froebel: A call to re-examine his life & gifts. *Early Childhood Education Journal, 32*(6), 371-376. Froebel: https://www.youtube.com/watch?v=LNBzmCKLNdU
		**Part 2: The emergence of early childhood education and dominant ideas underpinning contemporary practices and policies.**		
4	14 / 3	In week 4, we examine the introduction of public schooling and the exclusion of children aged younger than six years of age from public schools. We also look at the emergence of early childhood education in Australia.	1. Ailwood et al. textbook Chapter 1, Wong & Press; 2. Lundkvist, Nyby, Autto, & Nyga?rd, 2017 [in Leganto]	Brennan, D. (1998). *The politics of Australian child care: Philanthropy to feminism and beyond*. Cambridge University Press. Chapter 1

| 5 | 21 / 3 | Week 5 explains the influence of Montessorian pedagogy.

We consider early Childhood education as 'progressive', individualised, play-based pedagogy – and look at the theorists Dewey, Gardner, Steiner, AS Neil, Malaguzzi, as well as the pedagogies of the Reggio Emilia schools & the Forest school movement | 1. Ailwood et al. textbook Chapter 4, Henderson & Edwards;
2. Wong & Logan, 2016 [in Leganto]
3. Nolan & Raban, pp.17 –28; and 38 – 39 | Lascarides, V. C., & Hinitz, B. F. (2013). *History of early childhood education* (Vol. 982). Routledge. Chapter **8**: Dewey: pp. 215-225.

Mooney, C. G. (2005). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN: Redleaf Press. (Chapter 2 – Montessori)

Gardner, H. (2011). *The unschooled mind: How children think and how schools should teach.* Basic books.

Gardner: https://youtu.be/oY2C4YgXm7I

Neill, A. S., & Lamb, A. (1995). Summerhill School: A new view of childhood. Macmillan.

Nutbrown, C., & Clough, P. (2014). *Early childhood education: History, philosophy and experience* (2nd ed.). London: Sage. Part II: pp: 51-52.

Steiner, R., & McDermott, R. (2009). *New essential Steiner: An introduction to Rudolf Steiner for the 21st Century*.

Rinaldi, C. (2006). *In dialogue with Reggio Emilia: Listening, researching and learning*. Psychology Press.

Millikan, J. (2003). *Reflections: Reggio Emilia principles within Australian contexts*. Pademelon Press Pty. Limited.

Mooney, C. G. (2005). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget and Vygotsky*. St. Paul, MN: Redleaf Press. (Chapter 2 – Montessori)

Reggio Emilia: https://youtu.be/mQtLOu99BfE

O'Brien, L. (2009) Learning outdoors: The Forest School approach, *Education* 3–13, 37:1, 45-60, DOI: 10.1080/03004270802291798 |
| 6 | 28 / 3 | In week 6, we examine the idea of early childhood education as 'scientific' education, including the ideas of: medicalisation, Developmentally Appropriate Practice and the influence of developmental theorists and research – Piaget, Vygotsky, Bowlby, Pikler, Gerber, Bronfenbrenner, & Rogoff | 1. Ailwood et al. textbook Chapter 5, Theobald & Busch;
2. Ailwood et al. textbook Chapter 12, Boyd;
3. Nolan & Raban, pp.17 – 20; 31 – 32; 36 – 37; 40 - 41 | Mooney, C. G. (2005). Chapter 5: **Vygotsky.**

Piaget: https://www.simplypsychology.org/piaget.html

Vygotsky: https://www.simplypsychology.org/vygotsky.html

Bowlby: https://www.simplypsychology.org/bowlby.html

Rogoff: http://www.aera100.net/barbara-rogoff.html

Pikler (this is not in English – but shows Lozy House): https://www.youtube.com/watch?v=imLLoxNlR2U&ab_channel=CindyBonnot

https://www.youtube.com/watch?v=Wkxfapvk68A

https://www.youtube.com/watch?v=l0LpqyWG8i0&ab_channel=LisaSunbury

Gerber: https://www.youtube.com/watch?v=ATlxEmqhDLc&ab_channel=RespectfulMom |

7	4 / 4	Week 7 introduces you to the concept of early childhood education as 'socially just' education – rescuing children, ameliorating disadvantage, reforming society, ethics, rights and anti-bias curriculum, the UNCROC & Sustainable Development Goals, Freire	1. Ailwood et al. textbook Chapter 7, Ford; 2. Ailwood et al. textbook Chapter 8, Miller; 3. Ailwood et al. textbook Chapter 9, Farrell 4. Nolan & Raban, pp.53 – 54	The UNCROC: https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf Ebbeck, M., Warrier, S., & Ebbeck, F. (2012). Children's images and visibility represented in television and newspaper in Singapore. In S. Wyver & P. Whiteman (Eds). *Children and childhoods2: Images of childhood* pp. 148 - 165. Newcastle Upon Tyne: Cambridge Scholars. Freire, P. (1970). Pedagogy of the Oppressed. (M. Bergman, Trans.). Middlesex: Penguin Books. (Original work published 1968) Little, H. (2012). Contradictory images of children: Growing up in a dangerous(?) world. In S. Wyver & P. Whiteman (Eds). *Children and childhoods2: Images of childhood* pp.88 – 104. Newcastle Upon Tyne: Cambridge Scholars. Singer, E., & Wong, S. (2021, on-line). Early childhood theories, ideals and social-political movements, an oral history study of pioneers in the second half of the 20th century. *Early Child Development and Care*, https://www.tandfonline.com/doi/full/10.1080/03004430.2020.1850445 Wong, S. (2012). A 'humanitarian idea': Using a historical lens to reflect on social justice in early childhood education. *Contemporary issues in Early Childhood, 14*(4), 311 – 323. Chomsky, Gardner & Friere in conversation: https://youtu.be/2Ll6M0cXV54
Recess				
Monday 11th April: First On-Campus Session - for External Students ONLY				
8	25 / 4	Week 8 discusses how early childhood education is often considered 'women's work' – we touch on maternalism and feminism and its implications for the early childhood workforce	1. Ailwood et al. textbook Chapter 3, Blaise; 2. Ailwood et al. textbook Chapter 14, Thomas	Brennan, D. (1998). *The politics of Australian child care: Philanthropy to feminism and beyond*. Cambridge University Press. Chapter 3 Workforce Initiative Webinar on early childhood workforce working conditions: https://www.youtube.com/watch?v=n8oojzFuFpM&feature=youtu.be

| 9 | 2 / 5 | Week 9 demonstrates how early childhood education is 'national work' and we examine the shift from philanthropy to corporatisation ('economic work') and look at the emergence of the *Early Years Learning Framework, National Quality Standards and Universal Access* | 1. Ailwood et al. textbook Gibson chapter 2. Ailwood et al. textbook Chapter 10, Cheeseman | Brennan, D. (1998). *The politics of Australian child care: Philanthropy to feminism and beyond.* Cambridge University Press. Chapter 2 Sumsion, J. (2006) The corporatization of Australian childcare: Toward an ethical audit and research agenda *Journal of Early Childhood Research, 4*(2), 99-120. The Early Years Learning Framework: https://www.education.gov.au/early-years-learning-framework-0 ACECQA: https://www.acecqa.gov.au/ **Presentations from field** |
| 10 | 9 / 5 | Week 10 introduces the ideas of poststructuralism and its implications for contemporary provision – especially the impact of Foucault, Bourdieu & Canella on early childhood thinking. | 1. Nolan & Raban, pp.55 - 71 | Cannella, G. S. (2000). The scientific discourse of education: Predetermining the lives of others—Foucault, education, and children. *Contemporary Issues in Early Childhood, 1*(1), 36-44. Langford, R. (2010). Critiquing child-centred pedagogy to bring children and early childhood educators into the centre of a democratic pedagogy. *Contemporary Issues in Early Childhood, 11*(1), 113 – 127. |

Monday 16th May: Second 'on-campus' - for External Students ONLY

| 11 | 16 / 5 | In Week 11 we consider the challenge of globalisation on early childhood. | 1. Lata Rana: https://www.hekupu.ac.nz/article/globalisation-and-its-implications-early-childhood-education | Gupta, A. (2017). How neoliberal globalization is shaping early childhood education policies in India, China, Singapore, Sri Lanka and the Maldives *Policy Futures in Education, 16*(1) 11–28. https://journals.sagepub.com/doi/pdf/10.1177/1478210317715796 |

Research essay due 20 / 5

| 12 | 23 / 5 | Week 12 brings you 'Voices from the field' - you will have the opportunity to hear from professionals in Australian early childhood organisations and children's services. | 1. Lundkvist, Nyby, Autto, & Nyga?rd, 2017 [in Leganto] | An overview of KU's history that you are also welcome to use with your students: https://www.ku.com.au/ku-125-years/our-history *Why Work for KU* video that is on our website in the Jobs section: https://www.ku.com.au/careers |

| 13 | 30 / 5 | Revision & recap. There are no classes this week. You have the opportunity to revise and ask questions about the content of the subject. | | |
| | 6 – 24th June | Exam period | | |

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
- Assessment Procedure
- Complaints Resolution 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and

courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing an d maths support, academic skills development and wellbeing consultations.

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 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

External Students

- The on-campus sessions on (Monday April 11th & Monday May 16th - 9am - 4pm) 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.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study
- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.

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: Lectures, readings and tutorials facilitate students to become informed, inspired, well-prepared and resilient EC teachers, by supporting students to develop their understanding of what EC work actually entails, as well as the proud traditions of the EC profession, its history, and their place in it.

REFLEXIVE: Multiple perspectives, philosophical approaches and purposes of EC are presented to students through lectures, tutorials and readings. Students engage deeply in reflection on a self-selected EC theorist to share their understanding with their peers. In this way, they start to consider their own teaching philosophy.

RESPONSIVE: Students are introduced to various purposes of EC and to the ideas of leaders currently working in EC. They are encouraged to consider what type of setting they would eventually like to work in and what they would be able to bring to the profession.

READY TO LEARN: This subject reinforces the need for EC teachers to continually reflect on the multiple purposes of EC, to develop skills in advocacy for socially just practices that support children, families and communties, and to conciously develop their own teacher identify.

RESEARCH ENGAGED: All lectures draw on research - of both the historical and contemporary context of EC. Students are supported to draw on research to support their arguments in their essay and open-book exam.